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ABSTRACT

This is the first part of a report of a large-scale national study of the induction of beginning teachers in Australia. The present research program was undertaken in the belief that this growing interest would be well-served by a better understanding of the nature of a person's transition from student in a teachers' college or university to teacher in a school and member of the teaching profession. To this end the research was designed to be both descriptive and analytic. There have been two distinct stages in the project, and the three chapters in this report relate to the first of these. The middle chapter is an annotated bibliography of the literature on induction and professional socialization. Details, insights, and analyses based on a systematic investigation of beginning teachers and their principals will be set out in the report of Stage II of the project. (Authors/JD)

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Beginning to Teach
Volume 1

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BEGINNING TO TEACH

The Induction of Teachers: A Bibliography and Description of Activities in Australia and the U.K.

Research Report on Stage I of the Teacher Induction Project

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TEACHER INDUCTION PROJECT

A project sponsored by the Education Research and Development Committee.

(Chairman: S. S. Dunn)

Project Team

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Mary Parslow

PREAMBLE

This is the first part of a report of a large scale national study of the induction of beginning teachers in Australia. It comes at a time when in-service activities for teachers generally are diversifying and becoming more readily available. Within this expansion there is interest in providing special support for newcomers to the teaching profession. The present research program was undertaken in the belief that this growing interest would be well-served by a better understanding of the nature of a person's transition from student in a teachers' college or university to teacher in a school and member of the teaching profession. To this end the research was designed to be both descriptive and analytic.

The research team of the Teacher Induction Project is pleased to acknowledge the co-operation of all education authorities in Australia and the support of the Education Research and Development Committee. Important links were established quite early with the Commonwealth Teaching Service and its survey of new teachers in the Australian Capital Territory and Northern Territory, the Curriculum and Research Branch in Western Australia which was focussing on new primary teachers, and the South Australian Education Department which released Mr. W. Minns and (after Mr. Minns's death) Miss Mary Parslow to co-operate with the project team.

There have been two distinct stages in the project; and the three chapters here relate to the first of these. The middle chapter is an annotated bibliography produced by Mr. A.R. Crane from his survey of the literature on induction and professional socialization. This survey has been an essential guide to the project and the annotations should help to set the context for readers of the reports, especially for the second report to follow. Chapter 1 is a detailed account of induction activities in the United KIngdom as Mr. W. Minns found them during his visit there in 1975-6. On his return, Mr. Minns visited all Australian states and territories and the notes he made then, together with some information gathered during interviews to schools in mid-1977, have formed the basis of the descriptive account in Chapter 3. The practices described there are not necessarily widespread. Indeed, the general impression to be gained from this first look at teacher induction is that the beginning teacher has often been treated in a somewhat cavalier fashion, being left essentially to discover the profession for himself. Details, insights and analyses based on a systematic investigation of beginning teachers themselves and their principals will be set out in the report of Stage II of the project.

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Chapter 1.

TEACHER INDUCTION IN THE U.K.

Introduction:

In order to fully appreciate the significance of the Teacher Induction Pilot Scheme (T.I.P.S.) Project it is necessary to understand the background of events which led to its introduction in Britain in the 1974-75 school year.

As far back as 1944, a report commissioned by the Department of Education and Science (D.E.S.) refers to the need "to help the young teacher to settle into his profession with the minimum of disappointment and discomfort". It also states that many of the traumas associated with the first year of teaching "can be prevented only by a properly organised system of probation which is regarded as a continuation of the teacher's training period". However, the educational crises of the post-war period were many and varied and the problems of beginning teachers were not seen as being worthy of a high priority against the overall needs of a national education programme which was already hampered by shortages of teachers, schools, finance, etc.

Until the Taylor and Dale survey during the period 1966-68 very little research literature existed which was directly concerned with the Probationary Year. A number of studies had been carried out dealing with sociological issues in teaching but most made only peripheral reference to beginning teachers. The main thrust of such enquiries was directed towards methods of measuring teacher effectiveness and an examination of the factors affecting it. Attempts to correlate predictions of competence made by teacher training institutions with actual performance in the school situation at a later stage showed that very great variations existed. While much of this variation was explainable in terms of sample size and different criteria, enough evidence emerged to suggest that very great changes in attitude and professional expectations took place during the early years of teaching.

Research carried out by the Aberdeen Department of Education in the period 1960-63 and follow-up studies of graduates from Manchester and Birmingham Institutes of Education during the period 1960-65 were major factors affecting the nature of the survey conducted by Taylor and Dale who relate many of their findings to these earlier surveys. They also acknowledge the existence of and the help received from an "extensive and largely untapped fund of experience and views...in the form of small scale systematic and empirical research...by college lecturers" most of which is unpublished.

Reports of the National Advisory Council for the Training and Supply of Teachers giving details of high wastage rates among first year teachers and statements by Plowden that very few beginning primary teachers were receiving adequate assistance further re-inforced the view that the Probationary Year needed urgent examination and research. These views were further supported by the formation at national level of a Probationary Year Working Party, publication of booklets by the National Union of Teachers (N.U.T.) such as "Teachers in their First Posts, the Probationary Year" (1961) and "Twenty Young Teachers" (1967) and the publication by N.U.T. of a report "The First Year of Teaching" by Dr. E.L. Edmonds, Chief Staff Inspector of Cheshire. Although not based on systematic research Edmond's report suggested to Taylor and Dale some suitable areas for testing in their survey.

It should also be noted that the problems of beginning teachers received widespread attention in America during the post-war years. However, although some of the assumptions and approaches proved useful, Taylor and Dale found that the "relevance of findings...(is) necessarily of limited value because of differences in circumstances and conditions..." For example, American surveys made no mention of the concept of probation. Also, conditions of entry and service were vastly different, and classroom and community relationships showed few similarities between the two countries. The scene was further confused by the fact that many of the findings of earlier researchers were repudiated by later workers. Also, much emphasis was being placed on the development of criteria for measuring classroom teaching performance, a fore-runner of many of the present day competency based teacher education programmes.

The Taylor and Dale Survey: 1966 - 1968.

In their survey Taylor and Dale approached approximately 15,000 schools, both primary and secondary, and questionnaires were distributed to probationers early in term 1, and again in term 3 to those who had responded to the first. The purpose of the latter was to establish what changes in attitude had occurred during the year, to assess the nature and amount of help received and to investigate general job satisfaction. 4,460 probationers responded to the initial questionnaire (64% of the sample) and of these 3,588 (79%) responded to the second. In addition the validity of the data obtained from the questionnaires was checked by conducting interviews with a random sample of 10%.

The probationer questionnaire was divided into seven areas of enquiry:

(1) Probationer's background and training.
(2) The appointment and placement of probationers.
(3) The in-service guidance and assessment of probationers.
(4) The probationer in the classroom
(5) The probationer in the school community.
(6) The probationer's personal situation.
(7) The career intentions of the probationer.

Concurrently a Head Teacher questionnaire was also distributed which was concerned with four areas of enquiry:

(1) The school.
(2) The staff.
(3) The appointment and placement of probationers.
(4) The Head's experience of probationers and his methods of advising and assessing them.

No attempt will be made in this report to discuss in detail the extensive findings of the survey in each of the many areas investigated, but rather to draw attention to some general conclusions that were reached which had a significant effect on subsequent research and on the development of teacher induction programmes.

Approximately 70% of the sample surveyed were women compared with a national average of 57% in the total teaching force. This was an expected result because of the loss of women in the early years of their career and

the fact that men are more likely to remain longer in teaching. As was expected the probationers were found to be a predominantly young group (85% under 25) although there was a significant entry of women into teaching in the 40 - 50 age group. The majority of the sample were from middle class backgrounds, and since more than 75% of them were teaching in schools with a high proportion of children whose parents were manual workers, the emergence of unfamiliarity with children's backgrounds as a major problem area for probationers could be understood.

Over 80% of the sample were found to be non-graduates, but only 4% were untrained. Most considered their training adequate, but a substantial minority (25%) did not. Also, those trained in Colleges of Education tended to think more highly of their courses than did graduates. It is also worth noting that the most common complaint concerned the inadequate time spent during training on the methods of teaching main and subsidiary subjects. Although some substantial advances have been made in the last ten years it is obvious that there are still major differences between the perceptions of experienced teachers and beginners as to the nature of the knowledge, skills and expertise which each can expect from the other.

The survey showed that over 60% of probationers remained in their home area to teach, and over 90% were able to visit their new school before starting teaching, although not all of these were invited to do so. In spite of the high number of visits it was rather surprising to find that a significant number (over 20%) were not made aware of their work load until the day they began teaching, and that almost one in eight (12%) found themselves to be teaching an age range other than the one for which they had been trained. This was found to be more likely to occur in primary than secondary postings.

Probably one of the most striking findings of the report was the discovery of the limited involvement (17%) of the Local Education Authorities in providing in-service guidance for probationery teachers. It was also apparent that little co-ordination existed between L.E.A.S. even where small numbers suggested that some combined courses might be appropriate. A disturbingly high proportion of probationers (25%) were unaware even by the end of the year of the existence of other general courses for all teachers, and, although the Inspector formed the only source of outside advice for most probationers, nearly 40% had not been visited by their Inspector in their schools. It was also evident that few probationers had any knowledge of how they were to be assessed. This was a function they expected the Inspector to perform, and yet nearly half the sample indicated that they wanted to discuss their class discipline with someone from outside the school, but would prefer to do this with someone other than an inspector. There was also an almost complete lack of any contact with previous training institutions.

In the classroom the survey revealed that a significant proportion were, in their opinion, teaching classes of below average ability although later in the year it was agreed by the majority that the ability of their class was about the same as the average for the school. Headmaster supervision was much stronger and more restrictive in primary than secondary schools, and the teaching approaches of colleagues were far more conservative than training courses had suggested.

The major teaching problem identified by probationers was that of dealing with groups with a wide range of abilities. Awareness of a child's previous learning, class discipline, and a lack of adequate teaching techniques followed in that order. It is interesting to see that Heads' estimates of the most important teaching problems experienced by probationers were class discipline, dealing with wide ability groups, inadequate organising ability, and lack of adequate teaching techniques. This list revealed a major area of difference between Heads and probationers in their perception of the relative importance of teaching problems and hence a possible source of conflict between them.

Another significant finding was that, although the majority had adopted the teaching methods that their training institution had encouraged, by the end of the year more than half had changed their methods, either because of their personal view of the worth of such methods, or because they considered them to be too idealistic in terms of the actual classroom situation in which they found themselves.

The survey attempted to measure something of the attitude of the school staff to the probationer. While only 4% found their colleagues to be other than helpful, primary, rather than secondary, and predominantly female rather than male, staffs appeared to be the most friendly and supportive. It was also found that the need for help increased during the year. While this appeared to contradict the generally held view that the beginning of the first year was the period of greatest need, it was argued that as probationers became more relaxed and competent their needs changed. From those skills needed in the early stages merely to survive, there grew a desire for increased knowledge of a more professional nature.

In conclusion, the survey stressed the importance of the Local Education Authority being aware of the stresses of loneliness, fatigue and uncertainty to which probationers were subjected, and the need for the L.E.A. to establish for itself a reputation of practical sympathy in these matters.

Action Research on Induction Programmes. 1968 - 1972. (R. Bolam)

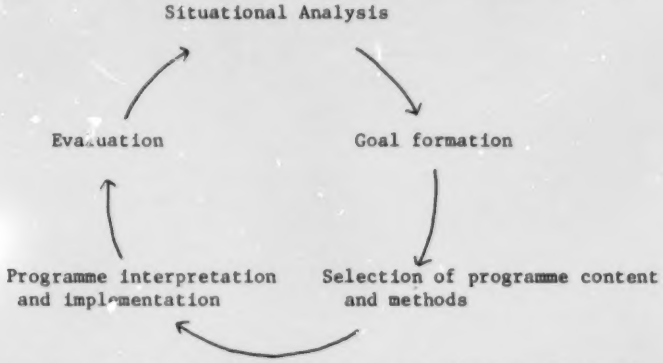
Preliminary findings of the Taylor and Dale survey and an increasing awareness of the problems of the beginning teacher prompted the Department of Education and Science to fund a research and development project to study the needs, problems and advantages associated with the mounting of in-service courses for probationary teachers in a variety or urban and rural settings. Mr. Ray Bolam of the Bristol University School of Education Research Unit was appointed in September 1968 with the responsibility for implementing the project.

During the 1968-69 school year pilot courses for beginning teachers were conducted in an urban L.E.A. and detailed planning arrangements were made with the four L.E.A.s that had been chosen to participate in the project in 1969-70. These L.E.A.s, of which one was rural and three were urban, had the authority to release probationers on full pay, to provide replacement staff, to pay travelling and subsistence expenses, to encourage heads to co-operate, to select and pay tutors, and to provide accomodation and materials.

Experimental courses were conducted during the 1969-70 school year and an analysis of the data obtained by questionnaire, interviewing, etc.

was carried out in the following year. (1970-71). As with the Taylor and Dale survey, no attempt will be made in this report to describe in detail all the findings of the research project, but some of them warrant further discussion.

The construction of what was, in fact, a curriculum for the in-service guidance of probationers was based on the following model:



A particular virtue of this model was that it emphasised the feedback function of evaluation and the cyclic nature of the curriculum development process.

The pilot year course involved an afternoon release each week for a period of eight weeks in the first term to enable probationers to attend induction courses at an Institute of Education. The lecturers and discussion group leaders were local inspectors, heads of schools, and lecturers from Colleges of Education, and University Institutes of Education. Topics such as the relationship between teaching practice and the first year of teaching, the problems of working as a member of a school staff team, the work and service of the local inspectorate, etc. were discussed and visits were made to a school and the local teachers' centre. In addition, voluntary courses of an essentially practical nature were devised for the second term. Although local schools, especially secondary, were reluctant to release probationers because of pressures on staffing (only 40% were released) it was significant that the level of attendance was maintained for the voluntary courses in term 2, and indicated the existence of a genuine demand for some form of induction.

Experience gained during the pilot year course was extremely valuable in formulating the aims of the experimental induction programme which were eventually specified as being:

> "To inform the professional judgements and actions of probationary teachers with respect to:
>
> (1) The Local Education Authority (e.g. resources, personnel, policies, etc.)
> (2) The Profession (e.g. professional organisations, in-service courses, future career possibilities, etc.)
> (3) The Local Area (e.g. cultural, leisure, travel, housing facilities, etc.)

(4) The Probationary Year (e.g. assessment and guidance procedures)
(5) The School Community (e.g. working with colleagues, relations with parents, etc.)
(6) The Classroom (e.g. teaching, organisation, discipline, etc.)"

These aims reflected the widely held view that probationers ought to be inducted into the teaching profession as a whole, rather than into a single L.E.A.

With these aims in mind courses for the experimental induction programme had a common framework.

Stage 1: Induction Day Conference, Term 1 (in school time)

Stage 2: General Meetings, Term 1 (mainly evenings)

Stage 3: Specific Topic Courses, Terms 2, 3 (mainly evenings)

Stage 4: Overview Day Conference, Term 3 (in school time)

As in the previous year, course tutors drawn from Heads, Inspectors and lecturers at Colleges or Universities were responsible for the courses offered. A wide variety of approaches was used including lectures (most common), workshop activities, individual discussion, unstructured discussion (over used), films followed by discussion, case-study, observation visits, case conference (role support), etc.

The main types of evaluation were carried out by Bolam and his research team. These consisted of a Product Evaluation which assumed that attendance at courses would have a measurable effect on probationers, and a Process Evaluation which was a study of the problems associated with devising, initiating and implementing probationary teacher guidance programmes. In the latter, a study was made of:

(1) participant response (i.e. what probationers and tutors thought of the programme)
(2) curriculum response (i.e. course structure, content, methods)
(3) logistic factors (i.e. cost, length, timing, staffing)
(4) implementation factors (i.e. the consequences and implications of the courses for probationers, employing authorities, and teacher training institutions).

For the purposes of product evaluation, the control group was defined as those who were probationers in the preceding year (1968-69) and who had had no opportunity to attend special courses. The experimental group consisted of current probationary teachers in 1969-70 who were attending the programme of experimental courses. The two groups were matched as nearly as possible with respect to overall members, school type, sex, age and training.

In summarising the research findings and making recommendations for future induction programmes, Bolam indicated that there were a number of important, underlying assumptions which needed to be made more explicit. These were:

" (1) that the probationary year ought not to be characterised as a crisis situation; there are many educational problems

that require more urgent treatment. Nevertheless, because the profession has hitherto been content to merely cope with probation, it has been and is, a period of missed opportunities.

(2) That these opportunities will be fully grasped only when the profession as a whole accepts that initial (training), induction, and in-service training ought to be seen as a continuous process, and that this implies that all teachers ought to be learning throughout their careers.

(3) That induction itself must be seen as a complex process which begins with the appointment stage, involves inter-institutional activities of various kinds, and leads on into in-service staff development from year 2 onwards.

(4) That staff development has two principal aspects: the personal career development needs of individual teachers and the needs of the school's strategy of planned educational change.

(5) That, in spite of the fact that their results cannot be measured objectively, it is worthwhile to engage in teacher training activities."

The product evaluation, which was designed to measure the effects of course attendance, showed that there were only a few significant differences between the experimental and control groups. This was, in part, expected, because of "unavoidable weaknesses in the evaluation design". This result raises the question of whether a teacher gains significantly from attendance at any in-service course, and in the absence of accurate research instruments for such measurement, judgements of effectiveness are perhaps better based on informed professional opinion. In addition, the Taylor and Dale survey showed that the most powerful informational and influencing experiences arose in the classroom, and that the probationer's main sources of practical help and advice were located in the school in the form of colleagues. It was therefore not surprising to find that the courses were seen by most probationers to be peripheral to their major professional preoccupations.

Meetings held in school time were preferred by the majority to evening meetings, although many were concerned by the inconvenience their absence caused their colleagues. A relatively poor attendance by secondary probationers was found to be caused by programmes which were felt to be irrelevant to their general needs, and the inability of the courses to cater for specialist subject needs. However, the majority found the courses of some value, and were prepared to recommend that future probationers should attend such courses.

Most probationers were found to be mainly concerned with practical, everyday problems rather than wider educational issues, particularly in the early stages. It was also found that their needs changed as the year progressed, local factors needed to be considered in devising suitable programmes, and that there were considerable differences between the needs of primary and secondary probationers.

The tutors were found to have significantly over-used lecture and informal discussion methods and in general tended to rely very heavily on traditional methods. None were prepared to visit probationers in their

own school because of a reluctance to intrude into an area which was considered to be the professional concern of the head, and hence advice given tended to be generalised. It was also recognised that the tutor's personality was, perhaps, more important than his institutional position. The need for a clearer statement of the function and role of the tutor was obviously needed.

Recommendations based on the induction research findings. (Bolam)

Bolam maintained that the main purpose of any programme should be of offer practical and individualised help to probationers. It should consist of activities which are based in schools as much as they are in outside professional centres, and all programmes should include some block release or residential courses.

Bolam further suggested that the following framework could be used for both school and centre based activities, and that although the stages were sequential there would be considerable overlap.

(1) A carefully planned appointment and placement procedure.

(2) A pre-service working visit and orientation period.

(3) An orientation period at the start of Term 1.

(4) An adaptation period during the remainder of Term 1.

(5) A development period in terms 2 and 3.

(6) A carefully planned assessment procedure.

(7) A review period at the end of the school year.

He also drew attention to a number of organisational implications for the implementation of successful induction programmes. In summary these were:

(1) Enormous logistic problems if all probationers were to be involved.

(2) Heavy demands would be made on existing resources, especially teachers' centres.

(3) A need for extensive consultation between all parties concerned e.g. schools, employing authorities, professional organisations, training institutions etc.

(4) The need for courses of training for professional and course tutors.

(5) The creation of 3 types of tutor:
   (a) A senior member of staff in large secondary schools who would devote most of his time to professional tutor activities;
   (b) As above but in small schools with only a small time involvement;
   (c) A peripatetic tutor or adviser based outside the school.

(6) The need for systematic programme evaluation.

(7) A far more complex and important role for the wardens of Teachers' Centres.

(8) The appointment by each L.E.A. of an adviser or inspector to co-ordinate the organisation of induction procedures.

(9) The creation of Regional Co-ordinating Committees which should:

(a) See that the views of all interest groups were heard.

(b) Establish procedures and criteria for the creation and accreditation of professional centres.

(c) Supervise the scope, content and standards of induction programmes.

(d) Consider the implications of the programmes for probationer assessment.

(10) The acceptance of the view that some probationers, experienced teachers and heads were unsympathetic to the idea of systematic induction.

In conclusion, the Bolam report made recommendations that future research in this field should pay particular attention to:

(a) the supervision process in pre-service, induction and in-service training;

(b) the functions and training needs of teacher-trainers:

e.g. lecturers at training institutions, the inspectorate, professional tutors and wardens of professional centres;

(c) school-based staff development programmes;

(d) the above in relation to planned educational change.

During the latter part of 1971 the Department of Education and Science funded a programme to disseminate the findings of the induction research project, and this was undertaken by Bolam and Taylor who arranged a series of lectures and seminars throughout the country. Invitations were extended to teachers, administrators and lecturers from Colleges of Education and University Institutes of Education so that all those interested in induction procedures could be made aware of the practical outcomes of the research project.

The James Report

Early in 1971, the Secretary of State, the Rt. Hon. Margaret Thatcher, M.P., appointed a committee under the chairmanship of

Lord James of Rusholme to enquire into the existing arrangements for the education, training and probation of teachers in England and Wales. During the course of the enquiry the findings of a Parliamentary Select Committee on teacher training, and the results of a Department of Education and Science review of current procedures of Area Training Organisations (A.T.O.s) became available to the James Committee and made it possible for the enquiry to be completed within twelve months.

The reforms proposed by the James Report arose from the large amount of evidence which showed that the existing systems of teacher education were no longer adequate for that purpose. An over-dependence on initial training as distinct from continued education and training was seen as a major inadequacy, while the other major area of concern was the marked distinction between the kinds of training offered to graduates and non-graduates.

While the greater part of the report dealt with pre-service and in-service training which were seen to be the first and third cycles of a three cycle plan for teacher education, some quite radical proposals were made for cycle two. It was seen as a two year course which would follow an approved course of higher education, also extending over at least two years, and would lead to the award of a professional degree of B.A. (Education). The first year of the second cycle was to be specialised and functional by being directly related to the work likely to be undertaken by the prospective teacher. It should include at least four weeks of practical experience, and it should enable a determination to be made of the suitability of the student for teaching.

The second year of cycle two was to correspond with the present probationary year of teaching. The student would take up an appointment as a salaried teacher, but would have a reduced work load which would allow for attendance at a specific professional centre for at least one day per week for a one year programme of continued studies. A member of staff of every school would be designated a 'professional tutor' to co-ordinate induction activities within the total school programme of in-service activities, and would be a source of help and advice to the beginning teacher.

A national network of 'professional centres' would need to be established and maintained by L.E.A.s with some full-time staff and committees of management comprising representatives of schools, L.E.A.s and professional college or university training institutions.

It is important, particularly in the light of subsequent developments, to pay particular attention to the basic recommendation of the James Report, viz. "The education and training of teachers should be seen as falling into three consecutive stages or cycles: the first, personal education, the second pre-service training and induction, the third, in-service education and training". All the other recommendations (a total of 133 were made) pre-suppose the acceptance of the above concept of teacher education.

"The White Paper" and initial planning

The James Report was presented to the Secretary of State in December, 1971, and published early the following year. Later in 1972, the Department of Education and Science issued a major policy statement in the form of a White Paper entitled "Education: a Framework for Expansion", which gave strong support to the James Report and detailed a number of proposals concerning probationary teachers.

These indicated that probationers were to receive help in their probationary year. They would be given a substantially lighter (3/4) work load to enable them to be released for in-service training at a professional centre. This would take place under the guidance of professional tutors who were to be appointed and trained for the purpose. The teaching profession would be expected to accept induction as a professional responsibility, and additional teachers would be made available to allow this to occur. A network of professional centres was to be established and university-based area training organisations were to be replaced by regional co-ordinating committees. Finally, a pilot induction scheme was to be mounted in five areas as a preliminary to the introduction of a national scheme in the 1975/76 school year.

Invitations were extended to the Gloucestershire, Inner London, Liverpool, Monmouthshire and Northumberland L.E.A.s to take part in full scale pilot induction schemes which were to be carefully monitored and evaluated. It was proposed that during the 1973-74 school year, planning would take place, professional tutors would be trained, and evaluation procedures developed. The pilot schemes were to commence in the 1974-75 school year and were to merge into a national scheme which would be established in the 1975-76 school year.

It quickly became apparent in the early planning stages, however, that the James Report recommendations and the White Paper proposals would not be quite so easy to organise as had been believed. The implementation of the necessary general structural changes to the system created a number of practical difficulties, and initially more time was spent discussing organisational matters than the professional issues involved. The exact role of the professional tutor also became the topic of extensive national debate, and was still only partly resolved when the scheme began. The status and payment of the tutors at times appeared to be causing more concern and receiving more attention than the professional function that they were to perform. While these discussions were taking place it also became very obvious that a significant number of probationers, experienced teachers and heads were quite unsympathetic to the whole concept of a systematic induction scheme. Some probationers resented the implication that their professional qualifications gained during training were inadequate, a number of experienced teachers held the rather curious view that it was unprofessional to owe advice to colleagues and that all the specialised attention being planned was unwarranted, and a number of heads thought that the courses merely encouraged probationers to criticise, in an unprofessional manner, their schools, colleagues and heads. On the other hand, the National Union of Teachers, in a policy statement issued in June 1973, indicated its strong support for the suggested scheme and made a number of very useful contributions during the planning stages.

Another major fact to emerge was that the costs involved in implementing the White Paper proposals were going to be much higher than originally expected and this delayed Government decisions on the extent of the financial support which would be available. It was March 1974 before it became known for sure whether or not the necessary finance would be provided, and by this time, only Liverpool and Northumberland were willing to continue in the project. In both areas, advisory committees had already been formed and were working on the assumption that the scheme would proceed.

It is important to note that, in the pilot areas, two very significant departures were made from the James Report recommendations. In the first instance, whereas the James committee had envisaged the induction year as being effectively the fourth year of training, it was now being regarded as the first year of teaching, after the completion of College of Education or University Institute of Education training. Induction activities were now being directed at probationers who had completed conventional three or four year training courses and this, as will be seen, caused problems in determining relevant content for induction courses. Secondly, the James Report described the professional tutor as being a person with three areas of responsibility, viz. the pre-service training of student teachers, the induction of beginning teachers, and the continuing professional development of colleagues through appropriate in-service activities. In both of the pilot areas this role was narrowed down to only an involvement with induction activities.

Finally, although it had been accepted that the teacher induction pilot scheme was to be externally evaluated, the appointment of evaluators did not occur until many of the planning decisions had been taken. In Liverpool, David Hill was appointed to a research fellowship which was under the joint control of the Chief Education Officer of the Liverpool L.E.A. and the Director of the Liverpool Area Training Organisation. This joint appointment proved most valuable in that it gave the L.E.A. access to the research expertise of the University, and also gave the University useful contacts with schools and administrators. In Northumberland, Colin McCabe, the Assistant Director of the Liverpool University Institute of Education, was released on a half-time basis from his University commitments to evaluate the local scheme. In addition, the Department of Education and Science commissioned Ray Bolam and Keith Baker of the Research Unit in the Bristol University Institute of Education to promote and co-ordinate the monitoring and dissemination activities of the two 'official' pilot schemes in Liverpool and Northumberland, and the 'unofficial' schemes being developed by other L.E.A.s.

Liverpool L.E.A.

The induction courses conducted within the Liverpool L.E.A. have followed quite closely the recommendations of the James Report. Each probationer receives a 25% reduction from a normal teaching load to enable release from school one full day per week or, if preferred, two half days. For staffing purposes each probationer is counted as 0.7 of a full teacher and replacement teachers are appointed, often on a part-time basis, to make this possible. Any difficulties which might arise from the non-availability of such replacements are usually overcome by the use of a small group of full-time supply teachers.

A new Teacher Development Section was established under an Assistant Education Officer and an Adviser was appointed with special responsibility for the running of the Pilot Scheme. A very large Advisory Committee was established and the 46 members represented all interested parties in the L.E.A. In the second year of operation the Committee was further expanded by the addition of representatives of Teacher Tutors. To offset the disadvantages of such a large group, sub-committees were set up to make recommendations regarding the role of the teacher tutor, training programs for tutors, and induction programs for probationers.

Initially it was resolved by the Advisory Committee that each secondary and primary school should appoint a teacher-tutor with the smaller primary and nursery schools being served by peripatetic teacher-tutors. This proposal was objected to most strongly by the latter group of schools and it was then agreed that with the exception of nursery schools each school with a newly qualified teacher should have its own teacher-tutor. All appointments were made for one year commencing September, 1974, renewable on an annual basis and although doubts were expressed about Heads being the most suitable persons for the job, over 50% of the first group of teacher-tutors were in fact heads or deputies. In the second year of the scheme this number, although still considerable, has been reduced. Allowances are paid to tutors as follows:

Responsible for 1 or 2 new teachers	£144 p.a.
" " 3 or 4 " "	£216 p.a.
" " 5 or more" "	£288 p.a.

In the first year, 369 teacher-tutors were appointed and they were required to attend ten one-day briefing sessions prior to the commencement of the 1974-75 school year. Of this group, only 232 eventually had probationers in their schools and, arising from the direct experience they gained, a Handbook of Suggestions for Teacher Tutors has been prepared and is being widely used.

It was decided to establish four Professional Centres in Liverpool, two to cater for Primary Schools and two for Secondary. The existing Teachers' Centre was used for Junior Schools and the other centres were based on the seven Colleges of Education. Schools were then attached to Professional Centres, mainly on a geographical basis, and beginning teachers were required to attend their allotted Centre for induction courses. The Professional Centres appointed Co-ordinators who met at regular intervals with others involved in the induction scheme, and a Working Party was established at each Centre to organise the induction activities for that particular Centre.

For primary beginning teachers this consisted of a programme planned on a one day a week basis to cover mainly school oriented work in the first term, a range of options for the re-inforcement of teaching techniques, and material in the second term, and, in the third term, a briefing on the wider aspects of the educational facilities in Liverpool and a closer examination of children's social and intellectual needs. For newly appointed secondary teachers the release was for two half days a week, one being concerned with general professional matters and the other with subject specialisations.

The Advisory Committee was initially very firm in its belief that continuous and frequent support was to be preferred to block release and that "Centre-based" activities were more appropriate than those which were "school-based". It was, perhaps, fortunate that the compact urban nature of Liverpool made regular sessional release a practical possibility. Also, the nature of some of the courses offered during the first year of the scheme suggests that the Committee was to provide qualified teachers with further professional training of the type described in the James Report when it saw the induction year as a final year of training. Probationers tended to see the offerings by the Colleges as at best an extension of, or at worst a repetition of, the theoretical studies taken during their training courses. It is significant that a report prepared at the end of the first year states that "How to Teach" sessions had been successful only when presented in actual teaching or workshop situations, that attempts to give teachers additional knowledge in specific subject areas had only been acceptable when presented in"workshop" form, and that "General Professional" sessions did not always seem relevant to the new teachers. On the other hand, where College staff had been fully aware of the need for relevance and practicality, probationers had been quick to appreciate the direct help they had been given.

A recognition of these difficulties caused a change to be made in the 1975-76 school year. Although schools could still opt for one full day release or two half days, probationers spent the first month in their own school with the release time being at the disposal of the teacher-tutor. Thereafter the release time was shared between school-based and centre-based induction in alternate weeks. Professional Centres offered optional activities on the intervening fortnights and teacher tutors could elect to use these or arrange activities of their own.

The courses for which attendance was obligatory dealt with a mixture of general professional matters and specialise subject areas. On the intervening fortnights activities were arranged for which attendance was optional and these included the provision of a consultancy service at the Professional Centre, the provision of lectures on specific requested topics, the use of the audio-visual, reprographic and library resources of the Centre, and the provision of workshop courses for teachers who found themselves teaching subjects for which they had little background or training.

A major source of difficulty for course organisers was the marked reluctance of many experienced teachers to offer advice to inexperienced colleagues, and an unwillingness to allow probationers watch them teach. This was partly overcome by the preparation by the Liverpool Teachers' Centre of a "Directory of Skills" which was distributed to tutors. This listed teachers who both possessed special expertise in specific areas, and were also willing to make it available to probationers.

The role of Advisers in the Liverpool induction programs does not appear to have been very clearly defined. With the introduction of the induction scheme advisers found themselves with yet another task to add to their already very considerable list of duties, and the extent to which they have been willing and/or able to contribute has varied

considerably. In addition the inevitable conflict between their advisory role and their assessing role was clearly a source of concern and presented problems for which there did not appear to be any simple solution. However, Advisers have been able to help create very much stronger links between the staffs of the Colleges of Education and the Schools and have tended to function in a consultative capacity to both groups.

Communication was a major problem in the first year of the scheme but the weekly publication, in the second year, of a bulletin "Focus on Induction", has helped considerably to overcome this. The rather more universal problem of ensuring that all communications which are sent to a school do actually reach the people for whom they are intended is still, predictably, not resolved.

The Professional Centres have operated with varying degrees of success. The Liverpool Teachers' Centre which is only concerned with primary probationers appears to have been the most successful. It has a full-time Co-ordinator who devotes approximately half his time to induction activities and the remainder to other Centre activities. An Assistant Co-ordinator is also employed full-time in the detail of the day-to-day planning and control of the program at the Centre and that arranged in various schools. He also acts as teacher tutor to schools in special difficulties. To ensure the smooth running of a program which has been heavily school-based it has been necessary to employ another assistant who might best be described as an administrator/ facilitator. In addition clerical and secretarily staff are available on a limited basis. In its programs the Centre has tended to use teachers rather than College lecturers, and courses have been kept at a very practical level. It has seen itself as essentially a back-up service for physical resources amd has devoted much of its time in helping teachers make teaching aids, charts, models, etc. Also, through its Directory of Skills it has been able to direct probationers with specific teaching problems to the most experienced and capable sources of help and advice.

The Professional Centres established in Colleges of Education have seen their role in rather a different light. This has come about for several reasons. The sharp decrease in intake quotas imposed on the Colleges has suggested that some diversification of activities would be needed to fully utilise staff resources. The problems of the C.F. Mott College of Education are typical. By 1981 its current enrolment of 1200 students in teacher education will have been reduced to 600 and only 50% of its teaching time will be devoted to teacher education. Of this 50% it has been decreed that 20% shall be devoted to in-service education and 30% to pre-service training.

College staffs have been less than enthusiastic over their enforced entry into the field of in-service education because although they may have reduced numbers in their groups they still have the same timetable commitments and Induction work has been seen by many as an additional work load. In addition, probationers who were already qualified teachers were required to "return to College" for continued professional training, and in the first year of the scheme the highly academic approach used by many lecturers was not well received by probationers. Further difficulties were caused by the defensive attitudes adopted by at least one Centre where the Co-ordinator indicated that he did not trust the opinions of probationers who, he

felt, had an obligation to support whatever the Centre offered. However, where College staff have been fully aware of the need for relevance and practicality, beginning teachers have been quick to appreciate the direct help they have been given. One of the greatest advantages arising from the creation of Professional Centres in Colleges of Education has been the availability to probationers of the considerable resources of the College library. Teachers have been able to borrow tape cassettes, film strips, posters, records, slides, teaching kits, collections of pictures, cut-outs, etc. as well as the normal books and magazines.

Many of the problems of the first two years of the Liverpool pilot induction scheme appear to have arisen from a rather too rigid adherance to the James Report concept of the induction year. Whereas the Report saw the induction year as the final (fourth) year of training which was to be school-based and at the end of which the teacher qualification would be awarded, it was not initially appreciated that courses planned to meet this concept would generally be unsuitable for teachers who were already qualified. While it is possible to understand the view expressed by the Liverpool L.E.A. that "an Induction Scheme (which) merely gives helpful hints to hopeful teachers....is not serving its purpose", it is also quite obvious that this is still one of the essential characteristics of any successful scheme. It is also equally apparent that courses and lectures which are merely an extension or repetition of the theoretical educational studies undertaken while training are not an appropriate component of a scheme designed to assist teachers in their first year of teaching.

The costs of the scheme in its present form are considerable. A major component in the expense involved in releasing beginning teachers and their tutors is the cost of replacement staff. In the first year of operation with 760 probationers, this was equivalent to the employment of an additional 250 teachers. This represented about 75% of the total absolute cost of the scheme. In addition, the cost of running the Liverpool Teachers' Centre worked out at about £100 per probationer. This figure included salaries of staff involved, lecturing fees paid to teachers and others, a per capita allowance for materials, and a proportion of the overhead expenses of the Centre. This cost per probationer to provide the same services and facilities is expected to increase substantially as the number of probationers in the second year of the scheme decreases substantially. Even at this stage it is quite obvious that it will be impossible to maintain the scheme in its present form when D.E.S. funding ceases at the end of the 1976-77 school year.

Northumberland L.E.A.

Northumberland is one of the smallest and most rural of the pilot schemes. During 1974-75 there were 218 probationary teachers and there is every indication that the decrease to 141 in 1975-76 reflects a national trend which is suggesting even greater reductions in years to come. A further complication has been the very large area served by the L.E.A. (approximately 2,000 square miles) and the existence of a significant number of 2-, 3- and 4- teacher schools in relatively remote areas.

An Advisory Committee consisting of 15 teachers and 15 representatives of the L.E.A. and local teacher training institutions was established in 1973 and although it met more frequently in the planning stages it now meets once per term to review progress. It also set up four working parties to represent First (Age 5 - 8), Special, Middle (9 - 13) and High School (13 - 18) and these groups, which consist largely of teachers, have been responsible for the detailed planning of induction activities.

In direct contrast to the Liverpool scheme it was decided that the Northumberland scheme would be essentially a flexible scheme which would separate out the needs of beginning teachers in different types of schools and that experienced teathers would be largely responsible for seeing that these needs were met. It was also decided that, with the exception of large high schools which would organise their own internal courses, at least half of the one fifth release time recommended by the White Paper should be spent in school and the balance would take the form of attendance at a block release course of one week's duration each term. This emphasis on a school based program has been maintained, although an increasing number of advisers and college lecturers are being used to provide the required training expertise, guidance and resources.

Each working party quickly developed its own characteristic attitudes and methods of procedure. A questionnaire based on the Taylor and Dale survey was developed to ascertain the needs of each group of probationers, but this was used only for First and Middle Schools, with the latter adding a special section dealing with their own particular problems. Special Schools used individual interview techniques while the High Schools made no use of the questionnaire and instead circulated a consultative document for discussion between heads and recent entrants to teaching.

The questionnaire contained five sections, two of which aimed at identifying probationary teaching problems (Table A, below) and the problem areas (Table B) within which probationers might want help. Participants were asked to select the five which struck them as the most relevant in the first year teaching situation, and to number them in order of priority.

Table A. Teaching Problems

(a) Relationships with individual children.
(b) Relationships with groups of children.
(c) Class discipline problems.
(d) Individual discipline problems.
(e) Awareness of children's previous learning.
(f) Adaptability to novel situations and subjects.
(g) Dealing with groups of wide ability range.
(h) Lack of specific techniques (e.g. the teaching of teading)
(i) Inexperience in the use of visual aids, etc.
(j) Inadequate preparation of teaching material.
(k) Inability to work to a syllabus.
(l) Inadequate organising ability.
(m) Inexperience in keeping records and registers.

The other three asked for additional written comments concerning teaching problems or problem areas not covered by the questionnaire, but about which the participants would welcome advice or discussions.

Table B. Problem Areas.

(1) The teaching of varied age ranges and wide ability groups.
(2) The teaching of certain skills/subjects, e.g. reading, modern maths, etc.
(3) Discipline and relationships within the classroom.
(4) The construction or use of new equipment or materials.
(5) Additional background in our specialist field or subject.
(6) Background in a field/subject which was not specialised in.
(7) Awareness of the ways school committees function, e.g. staff and head relationships.
(8) Insight into the children's out-of-school cultural environment.
(9) The policies, structures and functions of one's L.E.A.
(10) Professional matters, e.g. teachers' responsibilities, conditions of work, etc.
(11) Personal matters, e.g. accommodation problems.
(12) Opportunities to talk with contemporaries and colleagues.
(13) Probationary year assessment procedures.

The questionnnaires were distributed in September, 1973, to a large sample of probationers, second or third year teachers, experienced teachers, and heads. An analysis of the replies revealed that the main teaching problems, in order, were:

1. Dealing with groups of wide ability range.
2. Lack of specific techniques.
3. Awareness of children's previous learning.

Items of least concern were ability to work to a syllabus and preparation of teaching material. It is significant that, whereas all teachers in both First and Middle schools identified essentially the same teaching problems, heads of schools, while agreeing with the first two problems, ranked inadequate organising ability and class discipline very much higher than did other teachers.

In the ranking of items in Table B (problem areas) there was complete agreement between First and Middle school teachers on -

1. Dealing with groups of wide ability range.
2. The teaching of certain skills/subjects.
3. Discipline and relationships within the classroom.
4. Background in a field/subject.

In September 1974, the questionnaire was given to the first group of probationers to work under the induction scheme, to see if the problems which they identified were the same as those itemised by their colleagues in the pre-induction period. On this occasion, probationers in High schools were included in the survey although no previous comparative information about secondary teachers had been collected. Both the first

three "teaching problems" and the first four "problem areas" were the same as those identified in 1973 but were given slightly different emphasis. Since both First and Middle school working parties had developed courses to meet all these needs, there was felt to be no need to make any substantial alterations because of such marginal changes in emphasis.

Of greater importance, however, were the results from the secondary group which were at considerable variance with those obtained from primary teachers. While awareness of previous learning and dealing with groups of wide ability range occupied the first two rankings as for primary teachers, class and individual discipline problems were rated next. It is interesting to note that these do not appear in the first five for primary teachers. Similarly discipline and relationships within the classroom was rated by secondary probationers as the most important problem area even ahead of dealing with groups with a wide ability range. A comparison of the rank orders for the 1974 survey is shown in Table C.

Table C. Rank Orders for 1974 Survey.

Teaching Problems				Problem Areas			
First	Middle	High	All	First	Middle	High	All
e	g	e	e	2	1	2	1
g	e	g	g	1	6	1	3
h	h	c	c	6	2	6	2
l	m	d	d	4	4	4	6
m	i	f	h	10	8	10	10
d	d	a	m	3	10	3	8
c	a	b	a	8	13	8	13
j	b	m	f	12	3	12	4
i	c	i	i	13	5	13	5
a	f	h	l	9	9	9	12
f	l	l	b	5	12	5	9
k	k	j	j	11	7	11	7
b	j	k	k	7	11	7	11

In the light of the above findings two types of "out of school" courses were developed. Block release courses of one week's duration each term were organised with the threefold aims of reinforcing basic subjects/skills, e.g. literacy, numeracy, providing information and expertise in subjects/skills not covered in initial training, e.g. P.E., drama, music, etc., and providing information about and opportunities for, the discussion of current educational trends and developments, e.g. Bullock Report. Meeting the first two of these aims has presented the

greatest difficulty because of the wide variations in initial training, qualifications and ages of the probationers involved. This has been done by ensuring that the courses are largely practical in nature, are staffed by experienced personnel, and allow a flexibility for each probationer to follow his or her own particular interest within the declared course framework.

In addition to block release courses it was agreed that there would be considerable value in arranging for probationers in similar types of school or teaching in similar subject areas, to meet at regular intervals to exchange ideas and discuss problems which had arisen. This was achieved by arranging a series of half-day seminars in the second and third terms to deal with specific subject needs. The course content was planned by the appropriate Working Party and the venue was usually a College of Education. The courses were mainly staffed by experienced teachers and L.E.A. Advisers, with only the occasional involvement of lecturers from Colleges of Education.

Teacher-Tutors.

The efforts of the various working parties to produce material for use as guidelines for induction programs quickly led to the identification of the nature of the task of the teacher-tutor. The notion of peripatetic tutors was unacceptable to all working parties, and it was therefore decided that schools should appoint teacher-tutors from their own staffs. It was also stressed that the Head or Deputy in most cases would not be the best person to carry out this function because of their authority and assessing role. It was suggested that, ideally, the teacher tutor should be relatively experienced, but not too far removed from the pre-service training stage, have considerable expertise, and above all should be sympathetic, approachable and understanding. As a result, in the first year of the scheme less than 10% were Heads, 75% were under the age of 45, and two thirds were female.

It was agreed that teacher tutors should be given a salary loading (non superannuable) of £100 plus £20 for each probationer up to a maximum of 5. This payment would continue only for as long as a probationer remained in the care of a teacher-tutor. Attendance at a course of preparation for tutors was made a pre-requisite for payment of this allowance.

Following the guidelines laid down by the respective working parties a course was developed for teacher tutors in which it was emphasised that the content represented a preparation rather than a training for the job. The course dealt with the following topics:

(1) Introduction to the pilot scheme and programme.

(This involved an examination of the James Report, the White Paper proposals, and the aims and requirements of the course).

(2) Examination of the responsibilities of teacher-tutors.

(Limitations and possibilities of the role were discussed).

(3) Implications - Questions and Answers.

(Questions arising from (1) and (2) above. This session was held much later in the second year of the scheme).

(4) Case studies

(Examples of typical probationer problems)

(5) Relationships

(The position of the teacher tutor in relation to the Head, other staff, parents, the child, etc.)

(6) Probationer Problems

(An analysis of difficulties personal to the probationer)

(7) Supporting Agencies

(Advisory services, county medical, psychological services,etc.)

(8) Curriculum profiles and Course outlines

(Survey of aims and procedures of integrated studies, drama, art, craft, specific subjects, etc.)

(9) Resources

(Survey of materials, equipment, aids, etc. and where they are available)

(10) Training College Experience

(Characteristics of various training institutions approaches to teacher education)

(11) Evaluation of the Course

Conclusions.

Although attempts are being made to critically evaluate the induction scheme by means of questionnaire etc., it is quite obvious that in the absence of detailed statistical information about probationers prior to the introduction of the scheme, most conclusions that can be drawn will, of necessity, be based on subjective rather than objective evaluation. It is obvious, however, that the scheme has been well received by all parties concerned.

Heads of schools speak of the speed with which probationers have become part of the staff, the greater degree of commitment and involvement of new teachers, and the greater expertise and contribution such teachers are making to their schools. There has been an increased appreciation and awareness of the difficulties faces by new teachers, and a general increased interest by all staff leading to a greater sharing of ideas and identification of resource agencies and support services. The opportunities provided to visit other similar schools and also feeder and/or acceptor schools, has led to a greater awareness of the profession as a whole at a much earler date.

Teacher training institutions have also benefitted by their involvement in some of the induction courses and this is reflected in modifications being made to some of their pre-service courses. County

resources have received much greater publicity and the Teachers' Centre, Drama Centre, Schools Council and Schools Library bases have all developed quite dramatically.

This is perhaps best summarised by the Co-ordinator of the Induction Project, Mr. Malcolm Taylor, in a report to the Education Committee of the Northumberland L.E.A. where he says, "Perhaps the most heartening experience has been that of seeing a group of educationalists - heads, teachers, union representatives, H.M.I.s, advisers and administrators - working towards a common purpose for the benefit of the profession".

More recently (June 1976) the continuing evaluation of the programme by the official evaluator, Mr. Colin McCabe of the University of Newcastle-on-Tyne, has shown that attitudes to the principle of induction programmes and the provision of tutors are "strikingly favourable". There is less agreement, however, on the role of the teacher-tutor and the results from the high schools, in particular, indicate that senior colleagues and heads of department are able to carry out this function quite effectively. There is, therefore, an obvious need for further development of the role of the teacher-tutor, especially with regard to guiding new colleagues in teaching techniques. There is also further support for the view expressed earlier in this report that, although there is fairly general agreement about the nature of the main areas of concern and the types of support measures needed to minimise them, there are quite marked differences in the perceptions of the relative importance of these between primary and secondary schools and also between heads and beginning teachers. The latter appear to reflect the view that heads tend to be primarily concerned with the organisation of their schools, whereas the new teacher tends to be concerned with the development of personal skills, expertise, and personal relationships.

The survey also shows that school based induction activities are generally seen to be of greater importance than courses outside school, although the latter still make a vital and useful contribution. It is also worth noting that even the most favourably received features of the scheme rarely suit all new teachers, that new teachers in high schools need to be treated rather differently from those in other types of achools, and that the differing attitudes of individual beginning teachers should be taken into account when preparing programmes.

The Unofficial Induction Schemes

The White Paper, "Education: A Framework for Expansion", in making policy statements about the Teacher Induction Pilot Scheme drew attention to the fact that although it would not be possible to provide financial assistance on a national scale, it was hoped that L.E.A.s would, of their own initiative, develop support services for the beginning teachers in their own areas. This suggestion was acted upon by many of the authorities, and a number of induction schemes were developed which were considerably less expensive than those operating in Liverpool and Northumberland.

When the number of official pilot schemes dropped to two in 1974 it was proposed that the Bristol Research Unit should become involved with the "unofficial" schemes which were being developed in various parts

of the U.K. In July, 1975, a National Conference on Teacher Induction was held at the University of Bristol and each L.E.A. was invited to submit a background Position Paper describing the main features of their induction schemes. In addition progress reports were presented on various aspects of the pilot schemes in Liverpool and Northumberland and Theme Papers were prepared on topics such as the work of professional centres, the roles of the teacher tutors, the use and development of resource materials, future developments at National level, and some theoretical considerations underlying the effective implementation of an L.E.A. Induction Scheme.

The conference delegates included chief advisers/inspectors, in-service training advisers, teachers' centre wardens, college of education staff, teacher tutors, members of the local and national evaluation teams and representatives from the Department of Education and Science. The main aim of the Conference was "to facilitate the exchange, between the participants, of practical information, ideas and materials about the organisation and implementation of various types of induction schemes at the levels of the L.E.A., the professional centre, and the school". It was also hoped to assist to create an informal communication network of people and institutions engaged in mounting induction programmes.

The following is a summary of the essential features of a number of "unofficial" induction schemes.

1. Avon L.E.A.

Avon is a new county and is made up of the former L.E.A.s of Bristol and Bath and parts of Cloucestershire and Somerset. In the 1974-75 school year there were 7,787 teachers spread through 502 schools and of these 738 were probationers representing 9.5% of the full-time teaching force.

Beginning teachers are appointed directly to individual schools in response to individual advertisements and hence no overall provision for pre-service orientation is made by the L.E.A. A number of schools however organise such activities ranging from carefully structured week long programmes to informal visits to the school. Expenses are being paid by the L.E.A. to those probationers attending approved programmes in specific schools. The L.E.A. provides a "Handbook for Teachers new to Avon" and individual schools provide appropriate background literature.

The L.E.A. encourages schools through their management structures to make provision for induction support and the general concern and discussion generated by the authority has made most schools aware of their responsibilities in this area, including realistic time-tables for probationers.

There is no overall policy on the appointment, duties, role or payment of school based teacher-tutors although several schemes have evolved in which the Head, Deputy, Senior Mistress or head of subject department have been given, together with their probationers, slightly reduced work loads to enable regular individual and/or group meetings to occur. An interesting innovation in one secondary school has been the appointment of senior mistress as tutor who also has a part-time tutoring commitment at the Bristol University with final year trainee

teachers. This dual role has enabled a closer link to be established between pre-service and induction trainees.

A system of external tutors has also developed based on the probationer's location. These are mainly experienced teachers from nearby schools who work with a co-tutor from a College of Education. A four stage programme has been developed which involves an Induction Conference early in term 1, at which the main speakers are second year teachers, and at which tutor groups are formed, regular meetings during terms 1 and 2 of the tutor groups, specific topic discussions in term 2, and an overview conference in term 3. Teachers' Centres and Colleges of Education have been very actively involved in this external support programme and the University of Bristol School of Education, through its research work on induction has given valuable assistance in providing preparation courses for teacher tutors.

Tutors are not paid, but receive re-imbursement for expenses and a small honorarium paid from the L.E.A. in-service budget. Similarly the cost of the release of teacher tutors and probationers incurred by the use of relieving teachers, is met from the L.E.A. staffing budget.

A major benefit of the external support scheme has been the development within schools of an increasing awareness of the need for specific attention to the induction of new teachers, and the necessity of establishing appropriate school-based support procedures. While the latter are seen as the best form of induction activity, the external support scheme has still proved to be a very valuable additional source of help, particularly for primary teachers where areas of common need are more easily identified.

2. Clwyd L.E.A. (North Wales)

The L.E.A. covers an area of over 900 sq. miles and in 1974-75 had 301 schools employing 3,495 teachers. Of these, 259 (7.4%) were probationary teachers with a relatively higher proportion of them (9.1%) located in secondary schools as against 6.1% in primary schools.

The L.E.A. has an Advisory Team of 52 members who have roles that are inspectonal, organisational and advisory. In relation to induction they have specific responsibilities in visiting probationers in their schools to co-operate with schools in providing a support and "early warning" system, making specific contributions to school-based induction programmes, and in organising area-based meetings for groups of teachers. Extensive consultation with the school also occurs on the assessment of the beginning teacher with a view to removal from probation.

There is no policy on pre-service orientation activities but every encouragement is given to probationers to visit their new school at the end of the preceding term. In some schools, mainly secondary, probationers may work in their school during such a visit and expenses are paid but no salaries.

No particular induction programmes or procedures are recommended to schools by the L.E.A. but many schools have their own school-based programmes. No concessions in work load are given to probationers, and

the role of teacher/professional tutor is included in the job specifications of Heads and/or Deputies, and heads of subject departments in secondary schools.

A Feasibility Study is currently being undertaken into the role and preparation of the potential Professional Tutor. The three areas described in the James Report viz. initial training, induction and in-service education, have been adopted as a model for study. As a result of school-based evaluations it has been agreed that a course of preparation for the preparation of Professional Tutors should involve the development of -

(1) interpersonal skills,

(2) skills in assisting students and first year teachers to identify and resolve teaching problems,

(3) skills in creating a learning situation,

(4) organisational skills in initiating and implementing in-service education.

Fundamental to the successful development of these skills is the recognition of the contribution of teacher education courses and the constructive building upon such courses.

The main findings on the role of the Professional Tutor include the following:

(1) the role varies from school to school,

(2) the personality of the tutor is a key factor and hence the selection of appropriate personnel is crucial,

(3) the tutor is seen as a co-ordinator of the corporate efforts of the staff,

(4) where appropriate personnel exist, the role can be effectively built into the job specification of the Deputy or a senior teacher without additional payment.

Working parties have now been established to make recommendations concerning the application and development of the role of professional tutor in the light of the above findings.

3. Cumbria L.E.A.

This is a large rural area with many small schools. It enjoys greater staff stability than most, and its 214 probationary teachers in a work force of 5,000 teachers represent a proportion of only 4.25% which is considerably lower than the national average.

The provision of staff for the primary system is by means of a pool system, whereas for secondary posts all appointments are made by the head of the school in consultation with the L.E.A. and governors of the school. All secondary vacancies are advertised nationally. Probationers are invited to visit the school to which they have been appointed during the final two weeks of the preceding term, and are paid for any hours worked. They also receive a copy of a folder containing

useful information about the L.E.A. and about the area in which they are working, and, in the case of secondary schools, information about the courses and organisation of their particular school.

The L.E.A. encourages all secondary schools to accept full responsibility for their own probationers and the schools claim to have the staff and resources to do so. Advisers visit probationers and relevant specialist subject courses are arranged where needed. The main support, however, rests with the school as does any decision about size of work load.

A distinctive feature of Cumbrian induction is the support given to beginning primary teachers. In addition to the 18 educational advisers who have specialist subject responaibility for a group of 15-25 schools, there are 3 advisory teachers who work with probationers in primary schools, 3 in nursery education and pre-school groups, and one working in junior schools in areas of deprivation. These seven advisory teachers are the basis of the Cumbrian support scheme for primary probationers.

Pressure of other duties tends to make the visits of advisers both shorter and less frequent than is desirable. The advisory teacher, on the other hand, makes contact with all primary probationers in her area, early in Term 1, and is able to spend substantial periods of time with each probationer, teaching alongside him or her as may be desirable and, in collaboration with adviser colleagues, arranges relevant visits and short courses. The advisory teacher is paid as a primary school head and is seen by primary school heads as an equal colleague. Probationers, on the other hand, see the advisory teacher as an approachable, independent person with whom it is a pleasure to discuss their work and personal problems, some of which they may feel diffident about raising with their head. The criteria used for the selection of these advisory teachers are that they be expert practitioners and adept in personal relationships with both young teachers and with heads. Advisory teachers do not work in secondary schools.

In addition to the support given by the advisory teachers, two one-day courses are held during Term 1 and a one week residential course is held in Term 2. Another two one-day courses are held in Term 3. Seminars and workshops at these courses are conducted, in the main, by advisory teachers and practising teachers, with a limited involvement of advisers and training college lecturers. All probationary teachers in primacy schools are expected to attend these courses. The costs associated with these induction courses are regarded as part of the total in-service programme and are not separately identified in the L.E.A. budget.

4. <u>The Ealing Pilot Induction Course (E.P.I.C.)</u>

Shortly after the publication of the White Paper, the Principal of the Thomas Huxley College initiated discussions on the possibility of running a pilot scheme within the London Borough of Ealing. After considerable discussion an open-ended research framework was decided upon and the University of London Institute of Education agreed to conduct an independent evaluation.

By contrast with the Liverpool and Northumberland schemes which

endeavoured to define the role of the professional tutor before the commencement of the induction programmes, E.P.I.C. began by observing the kind of induction year support that seemed to be required by beginning teachers and then developed professional tutor roles concurrently to meet these needs. The Zaling scheme only involved primary probationers, because it was found to be not possible to arrange suitable replacement reachers in the specialist areas taught by the secondary teachers. Also, since the scheme did not commence until November, the E.P.I.C. findings relate to a course which only operated for the last 2.1/2 terms of the academic year.

Two professional tutors were appointed to work in peripatetic capacities, with a minimum of 10 beginning teachers. They gave individual attention to each probationer in their care by working alongside them and supporting them in their own classrooms and were able to offer detailed information to course organisers at the College of the precise requirements of the probationers. It is interesting to note that this concept of a peripatetic tutor was rejected by most L.E.A.s It was agreed to release the 20 probationers involved for one day per week to attend centre-based courses to be held at the Thomas Huxley College because of the latter's resources in terms of specialist expertise, library, and audio-visual aids and equipment. The Steering Committee were also firmly committed to the notions that the probationary year should be one of professional growth and not merely survival, that the courses should be largely determined by the needs of the probationers as they themselves defined them, that the professional tutor should be a link between the work the probationer attempted in the classroom and the work done on an induction course at the professional centre, and that the continuing professional development of beginning teachers could best be carried out by using the expertise of the specialists available at the College.

In considering the findings of the E.P.I.C. investigation it is appropriate to remember that it involved only a small number of volunteer probationers who received very concentrated specialist attention. It is also questionable whether the technique of planning of no more than three or four sessions ahead would be practicable in a large scale operation involving all probationers in the area. In spite of these limitations a number of very important and valid conclusions were reached.

(1) The identification of 2 distinct phases to the year, one providing help at a practical level and the other helping the teacher to become constructively self-critical, suggesting that the induction year could be seen as one of professional growth and not merely one of survival.

(2) Meeting the demand that an over-riding requirement of beginning teachers was that the courses be practical provied to be a very exacting task requiring a sensitive partnership between the course tutors, the professional tutors, the steering committee and the probationers. Such sensitivity could be difficult to achieve in a large scale operation.

(3) The 'link' role of the professional tutor between the probationers' classroom situation and the course work offered at the Centre by the course tutor.

(4) The necessity to avoid resolving teachers' problems using aids and equipment readily available in the College but rarely available in a school.

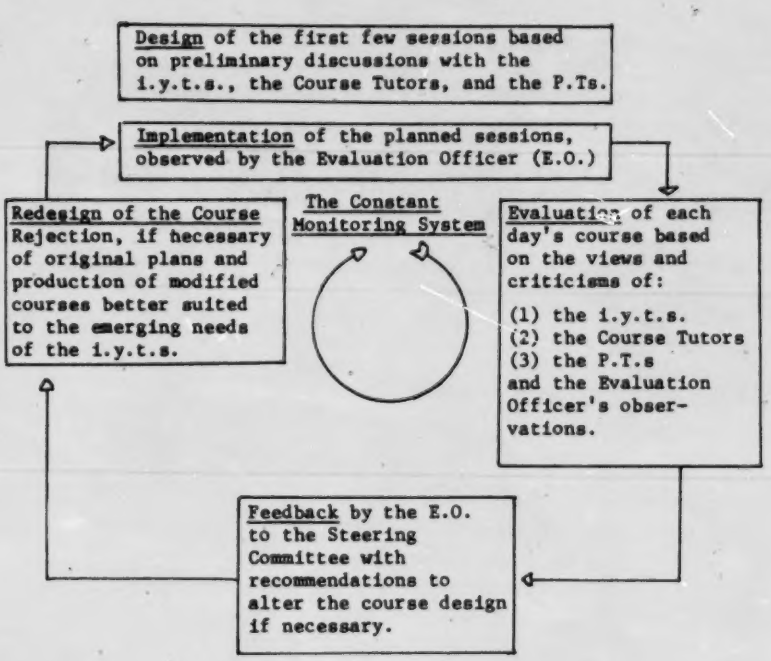
(5) In view of (4), the desirability of extending the lending facilities of the professional centre.

(6) The development of the concept of structured links between initial training, induction year programmes and in-service training.

(7) The considerable advantages to the probationer of co-operative planning of curriculum units with expert guidance. In particular the value of preparing specific lessons for constructive comment, of tutors giving lessons in nearby schools to provide models for probationers, and of the co-operative development of further learning experiences adapted to the needs of any class.

(8) The necessity for the peripatetic tutor to reinforce and complement the forms of help given by the probationer's own school.

A diagramatic representation of the Constant Monitoring process by which the content of the E.P.I.C. was developed.


Design of the first few sessions based on preliminary discussions with the i.y.t.s., the Course Tutors, and the P.Ts.
Implementation of the planned sessions, observed by the Evaluation Officer (E.O.)
Redesign of the Course Rejection, if necessary of original plans and production of modified courses better suited to the emerging needs of the i.y.t.s.
The Constant Monitoring System
Evaluation of each day's course based on the views and criticisms of:
(1) the i.y.t.s.
(2) the Course Tutors
(3) the P.T.s
and the Evaluation Officer's observations.
Feedback by the E.O. to the Steering Committee with recommendations to alter the course design if necessary.

5. East Sussex L.E.A.

The main thrust of induction activities in this L.E.A. has been towards Teachers' Centre based activities for primary teachers and school-based induction for secondary staff. Primary probationers represent only 7.4% of the primary work-force whereas the corresponding figure at secondary level is 11.1%

It is County policy that probationary teachers should not be placed in difficult teaching situations, e.g. with a special class, as a 'floating' teacher or with unsatisfactory teaching conditions. Newly appointed teachers are encouraged to visit their new school before the end of the preceding term, and the Authority pays the out of pocket expenses for one such visit. The Authority also produces a booklet for probationers most appropriately entitled 'Welcome'.

Heads are encouraged to give full support to all probationary teachers. In larger schools a particular teacher is given a specific responsibility for caring for probationers whereas in smaller schools this is undertaken by the Head or Deputy. Probationers do not normally have lightened timetables although those in primary schools are released for one day per week for twenty weeks to attend courses at four of the five Teachers' Centres within the Authority. There are also four Colleges of Education and a University Department of Education within the L.E.A. but, as such, are not involved in the induction programme.

The primary courses at all four Centres take place on Fridays and in general are structured to include a mixture of practical sessions, discussions, formal talks and half-day visits to schools. The aim has been to provide a situation where free exchange can take place between probationers and panels of practising teachers in an informal atmosphere on situations as they really exist. Each Centre has a range of resources and materials which probationers can use in preparing teaching aids.

Four assistant Advisers (all experienced teachers) have been appointed to be responsible for the organization of the Primary induction courses and to visit probationers in their own schools to provide help on a one to one basis. Considerable emphasis is placed on their pastoral care function.

The reactions of probationers have been very favourable. The Authority reports that there has been "an increase in probationary teacher confidence in teaching and in the dissemination of practical information and ideas". Some changes of emphasis will occur in future programmes to meet criticisms that some topics did not relate sufficinetly to the practical classroom situation. An increased number of half-day visits to schools will be made and more time will be devoted to particular subect teaching areas. Consideration is also being given to employing supply staff for a few days early in the year to enable the probationer to spend time observing other colleagues in a teaching situation.

6. Gloucestershire L.E.A.

For the past two years it has been the policy of the Authority to allow probationers,who only constitute 7.2% of the teaching force,

up to one week of pre-service orientation, the timing of which has been left at the discretion of the schools. The probationer is paid a base-rate salary for this period and expenses are met while schools are required to prepare a specific orientation programme. Early in the first term an Induction Conference is held at which probationers are welcomed, L.E.A. literature is distributed, and probationers are introduced to the External Tutors.

A total of 22 External Tutors have been appointed and each is paid an honorarium of £40 plus expenses and is required to attend special teacher-tutor courses. Their function has been to assist probationary teachers by setting up tutorial groups, usually at a Teachers' Centre. Courses have been designed on a modular basis, and each probationer is invited to select five modules to meet their particular needs. Each session is of 3 hours duration, normally commences at 3.00p.m. and is designed to cover general as well as subject-based options.

The induction courses are seen as part of the total in-service programme for the L.E.A. and are funded accordingly. Attendance at courses has been voluntary, and on some occasions has been most disappointing. On the other hand many schools have become increasingly aware of the needs of probationers and have now evolved school-based schemes which make selective use of L.E.A. provided courses. A small group of secondary schools has had its staffing adjusted (0.5 addition) to make a token contribution towards a lighter teaching load, but financial constraints in the future make any extension of this provision extremely unlikely.

7. Inner London Education Authority (I.L.E.A.)

The I.L.E.A. contains by far the greatest number of probationers of any L.E.A. In 1974/75 there were 2,482 probationers in a total of 24,467 teachers, represetning about 10% of the teaching force.

The authority is divided into ten divisions for administrative purposes, each of which has evolved different induction programmes. All are informal programmes and do not involve the regular release of probationers in school time or any reduction in workload.

In 1973 an Advisory Committee was set up "to advise the Education Officer on arrangements for the induction of teachers, including the role and training of the professional tutor, and especially on the operation of the Pilot Scheme". In 1974 the I.L.E.A. withdrew from the Pilot Scheme, partly on financial grounds and partly because of the difficulty in arranging replacements for probationers. However, the Committee has continued to meet to plan for the implementation of the White Paper proposals. In 1975/76, divisional advisory committees have also been formed to consider induction and in-service training needs on a divisional basis. A considerable diversity of programmes has developed, individual or group initiatives have flourished, and much experimentation has occurred although overall the provision of support for beginning teachers has been rather uneven.

In the pre-service orientation stage, the Authority issues a "Welcome to London Schools" handbook while all divisions issue handbooks containing material related more specifically to that particular division.

In addition the Authority runs a week-long residential course in July for 40 probationers entitled "First Year in the Inner City". Probationers are also offered appointments as supply teachers at the end of the preceding term at the schools to which they have been appointed, and it is during this period that eight of the divisions hold their Induction Conferences, and a number of secondary school-based courses take place.

Nearly 100 Inspectors are employed by the Authority, and each division has two or more district inspectors who are responsible for the oversight of their specialism throughout the Authority. The I.L.E.A. also employs 112 advisory teachers who work closely with and under the supervision of inspectors, and act as consultants on matters of staff development. Of this group ten concentrate entirely on probationers in the primary field, two in nursery schools, twenty-three are wardens or deputies of teachers' centres, and the remainder are subject specialists. All are actively involved in induction programmes.

A feature of the I.L.E.A. induction schemes has been the extensive involvement of Teachers' Centres. The following is a brief account of the activities undertaken by the Rachel McMillan Teachers' Centre which has an extensive involvement with beginning teachers.

The Centre shares a building with an annexe of a college of education, and both teachers and students benefit considerably from the pooled resources and joint appointments of staff. The centre provides facilities for courses, workshops, meetings, etc. and has assisted local initiatives in areas such as curriculum development, community service, multi-racial school projects, etc. It also provides club social facilities and a bar lounge and common room form the focal point for relaxation, informal meetings, and discussion in pleasant surroundings.

The day to day running of the centre is the responsibility of the warden and his two deputies who are responsible to, and work in close co-operation with, the District Inspectorate. There is also an Advisory Committee composed of representatives of various professional groups and this group meets regularly to discuss policy and to act as dissemination of incormation about the centre and its activities.

An important aspect of the work of the centre is the programme of support provided for beginning teachers. Early in the first term all probationers are released from their schools to attend an "Induction Day" at the centre. During this day they are introduced to key figures (Inspectors, Wardens, Tutors, etc.) and given information about the nature of the area and the resources available to them. They also receive a booklet "Guide to Southwark Teachers" which contains information about the probationary year, location of sources of help including tertiary instituitons, local transport information, maps of the locality, details of available accommodation, salary information, etc.

During this Induction Day, groups of 8 - 10 probationers are established and allocated to a tutor who they are encouraged to use as their first line of support. During term 1, a large number of the

activities of the tutors are concerned with visits to schools to assist with in-school situations and counselling on an individual basis. It is felt that the general exhaustion experienced by many probationers in the early stages of their teaching career make further out-of-school courses more of a burden than a help. It is recognised from experience with similar groups in previous years that probationers are initially mainly concerned at a professional level with class organisation, discipline, use of materials, etc. and at a personal level with anxities about accommodation, loneliness, economic pressures and domestic situations. Over-riding all of these is a general reluctance to admit to any feelings which could be taken as indicating failure and a genuine fear of being assessed and found wanting.

During terms 2 and 3 there is strong emphasis on workshop type activities with the problems associated with the teaching of reading and mathematics being the most common themes. The number of school visits is decreased and the number of specific options available at the Centre is increased. Considerable support is also given to primary teachers in the construction of teaching aids by supplying both materials and practical assistance.

The Southwark programme, although not prescriptive, is concerned with helping probationers to identify their problems, to understand the cause(s) and from a variety of solutions to select one for implementation. The whole induction year programme aims to be developmental and sensitive to the needs of individual probationers, and attempts to provide the widest possible range of both human and physical resources. Assessment of probationers is not part of the programme, and care is taken to see that probationers are not put into the same tutor group as their Heads in order to avoid any possible conflict in the tutor role.

8. Leeds L.E.A.

In 1974/75 probationers constituted about 7.3% of the teachers in this L.E.A. but this figure is expected to drop substantially over the next few years. Probationers are appointed directly to their schools, and not to a teaching pool, and are not appointed to the supply service or to schools in difficult urban areas.

There has been no L.E.A. policy on pre-service orientation although most heads invite their new probationers to visit the school, at their own expense, prior to commencing duty. Early in the first term, probationers are invited to a special function at which they are formally welcomed to the Authority by the Director, and a handbook is distributed. Each probationer is visited several times during the year by the general adviser for their school, and by specialist subject advisers as necessary. No reduction in work load occurs.

In the 1974/75 school year a mini-pilot scheme was introduced to explore viable possibilities for an induction scheme that were within the financial means of the L.E.A. Two groups of cour schools (primary, middle, secondary and special) were invited to participate, one group in the South being in an industrial area and the other in a North-East rural area. In addition to these eight schools an additional large new secondary comprehensive school was subsequently invited to join the scheme because of the high proportion of probationers on its

staff. Altogether 28 probationers were involved and arrangements were made for them to have a 0.8 work load so that time would be available for a mixture of school and centre based activities. Replacement supply teachers were seconded to individual schools so that classes would have the same visiting staff each week.

A teacher, designated as staff tutor, was appointed at each of the nine schools and they were given responsibility for teaching practice arrangements, induction procedures and general staff development. Tutors have been allowed between 25% and 50% of their time to carry out these duties. It was also accepted that these functions could readily be combined with the other functions of a senior member of staff. Tutors were paid on the highest scale possible for an assistant teacher unless they were already deputy heads, in which case no additional payment was made but some re-allocating of duties took place. During the third term of the preceding year tutors met each week with advisors, College of Education and University staff to prepare hand-out material for new teachers, to plan a 3 day residential course for tutors and probationers, and to develop a suitable course for the following year.

An interesting innovation was the three day residential conference for tutors and probationers held during the summer vacation just prior to the commencement of school. The work done earlier by the groups of tutors, advisers and teacher-educators was tested by the conference while comments about the hand-out material enabled it to be modified before being sent to all the other probationers in the L.E.A. Many of the talks and discussions proved to be of as much benefit for the tutors as they were for the probationers.

Much time was devoted to providing some form of training for tutors in which considerable emphasis was placed on group dynamics and the development of inter-reactive skills and communication. Sessions were also conducted on counselling skills, on making one's own teaching skills explicit and helping new teachers to acquire them, observation and assessment of lessons, micro-teaching, criteria for judging teaching practice and other activities designed to give a better understanding of interpersonal relationships.

For the probationers the programme is school-based for the first term. During terms 2 and 3 out of school meetings are held each week on topics such as the teaching of language and reading, the teaching of language and writing, the teacher and the law, interactive skills, communication and self assessment skills, extending basic skills, language across the curriculum, children with special needs, the language integrated curriculum for slow learners, science for slow learners, teaching in and for a multi-cultural society, health education, etc. As with other schemes in the U.K. sessions that are largely theoretical have not been well received while those which can be seen to be of immediate and practical help have been most popular.

For purposes of evaluation, another group of schools are acting as a control group but this appears to be of diminishing value as these schools themselves are changing their procedures as a result of listening to what is happening in the pilot schools. Heads of the schools taking part in the pilot scheme are generally pleased with the way in which the scheme is developing and all wish to be involved for another year.

9. Leicestershire L.E.A.

There is no central appointment system in this L.E.A. and appointments are the responsibility of each individual school. However the Authority does establish a small central pool to meet the staffing of schools as vacancies occur during the year and all members of the pool are guaranteed employment.

Specific support for beginning teachers is spread over two years. The programme is designed to give teachers the personal and professional support of their head, the assistance and guidance of advisory teachers, and the official support of the professional administration. Thirty advisory teachers give practical support to young teachers in their own classroom, and also at teachers' centres. There are four area centres in rural areas with general curriculum responsibilities and eight specialist centres, mainly located in the city, which concentrate on particular areas of the curriculum. In addition five advisory teachers (four primary, one secondary) are based at Teachers' Centres and are specifically concerned with supporting beginning teachers during their first two years of teaching. It is worth noting that these advisory teachers have no assessing role and are not involved in the process of approving progress for the the removal from probationary status.

The initial contact made with the probationer is a letter of welcome from the advisory teacher and a pamphlet is provided giving advice on sources of help that are available. During the first year, each probationer is visited at least once per term by an advisory teacher and help may be provided either in the classroom or out of school time. Meetings are also arranged for newly qualified teachers in a district to come together as a group to discuss common problems.

This system of support has, in general, proved more effective at primary than secondary level. Secondary schools are usually large enough to develop their own methods of supporting young teachers and in many cases this is a specific responsibility of a senior member of staff. However, even where the support system in a school is effective, the advisory teacher is still able to offer to a new teacher a professional contact that is completely independent of the administrative structure of the school. In other schools where the internal support is less than adequate the advisory teacher provides an essential supportive service.

For primary teachers the Authority provides an in-service programme which has been designed as a two-year cycle, the content of which having been determined by frequent consultation with the teachers concerned. It stresses essentially practical matters during the first year, and recognises that during the second year of teaching there is an increased desire to know more about different aspects of the curriculum, and increasing ability to appreciate and examine with more insight, different forms of organisation. The following is a typical programme of courses offered in the first year:

(1) basic work in number.

(2) teaching reading at junior level.

(3) teaching reading at infant level.

(4) the teaching of swimming.

(5) work with migrant children.

In the second year there is an increase in scope and areas of interest and courses are offered in -

(1) classroom organisation (at infant and junior levels)

(2) children with learning difficulties.

(3) basic physical education activities.

(4) science (at infant and junior levels).

(5) art (with emphasis on the use of scrap and waste materials).

(6) drama.

(7) teaching English as a second language.

(8) aspects of mathematics other than basic number activities.

(9) taking children to residential centres.

(10) environmental studies.

The Authority recognises that professional tutors have an important pastoral role to play and also will help to focus the attention of colleagues on the needs of young teachers. It is also quite clear from past experience that co-operation between the head of the school and the advisory teacher provides an excellent means of supporting beginning teachers.

10. Newcastle L.E.A.

Probationary teachers in the Newcastle L.E.A. constitute a rather higher proportion (12.7%) of the total work force than in most other areas in England and local education authorities, professional bodies and teacher associations have become increasingly concerned about the service given by beginning teachers and the necessity for some form of organised support.

In addition to the Inspectorate which has a largely supervisory and assessing function, a number of general and specialist subject advisers have been appointed who, as well as their work in the area of curriculum development, have a specific responsibility in induction training. Because of financial restrictions teacher tutors are not specifically appointed, but in most schools heads have delegated staff to act in an advisory capacity.

In the infant, junior and middle schools, peripatetic teachers cover for a 10% release on the basis of one half day per week. Induction training of secondary school teachers, however, has been hampered by the unavailability of suitably qualified specialist relieving staff and courses and meetings outside normal hours have had limited success.

A major feature of the Newcastle induction scheme is the offer by the Authority of a two week period of pre-appointment service at the appropriate school during the last weeks of the preceding term. A special school based induction programme is provided and is supplemented by visits to teachers' centres where details about the L.E.A. and the services they supply is made available. During this period help is

also given in the preparation of work for next year's classes, and a considerable amount of hand-out material is made available to the new teacher. Surveys have shown that this period is highly valued by beginning teachers.

During the first term all induction activities are school-based, as it is felt that settling into a new school is of prime importance. A number of informal meetings, however, do occur with arrangements being facilitated by the relatively compact nature of the L.E.A. From such meetings come recommendations for courses to be held later in the year.

During the second and third term, courses are held on the teaching of primary English, reading, mathematics, science, etc. with optional sessions in the full range of other primary subjects offered by specialist advisers. Sessions dealing with general organisation and curriculum are also held and visits to other schools are a prominent feature of the programme.

It is significant to note that although surveys among beginning teachers in Newcastle identified the same major problems as elsewhere, viz. class control, lesson planning and organisation, lack of equipment and resources in the school, shortage of time for adequate lesson preparation, learning the routine of the school, dealing with mixed ability groups, etc. there appears to be a greater willingness on the part of most teachers in the L.E.A. to support probationer teachers. Heads of schools have also strongly recommended supportive measures such as observations of more experienced colleagues, free time for discussions of problems with senior staff, a period of pre-appointment service, the receipt of informational documents prior to appointment, etc.

Overall the scheme appears to be working well and since advisory staff have accepted responsibility for induction supervision and training and senior teachers have accepted the tutor role as a professional responsibility without specific remuneration, the only major costs are those associated with the pre-service visit and the salaries of a few peripatetic relieving teachers for limited periods.

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Chapter 2.

ANNOTATED BIBLIOGRAPHY ON PROFESSIONAL SOCIALISATION

1) General references that raise fundamental problems and discuss basic issues.

Howard S. Becker: Boys in white: Student Culture in a Medical School. Chicago: Uni. of Chicago Press, 1961.

A seminal study of professional socialisation. Although it deals specifically with the transition from medical school to medical practice the issues raised and techniques used have influenced most subsequent discussion of the general issues of induction into professions other than medicine.

The general argument is that professional perspectives evolve in response to the organisational pressures that characterise the work-loads of role incumbents. To the extent that pressures of the work-load differ, so will different professional perspectives evolve.

Howard S. Becker and James Carper: "The elements of identification with an occupation", American Sociological Review, 1956, 71. 341 - 348.

The argument presented is that there are four basic elements in work identification:

1. Occupational title and ideology.
2. Commitment to the task.
3. Commitment to a particular organisation.
4. Significance for one's social position in the larger society.

These four factors determine an individual's answer to the question "Who am I?"

It is further argued that work-based identity grows out of a relationship to the occupational title: its symbolic meaning, its specific area of endeavour, and the ideologies by which professional conduct is shaped.

Biddle, B. "Roles, goals and value structures", Ch.10. W.W.Cooper et al. New Perspectives in Organizational Research, New York, Wiley, 1964.

A very succinct account of organisational theory. It is particularly relevant to the specific topic of professional socialisation because of the discussion of the concept of "pluralistic ignorance" amongst the actors in an organisation. In many cases the presumption that persons both share and are aware of each other's norms for the behaviour of position members is false: there is no necessary agreement about what is expected of whom.

Maurice A. Garnier: "Power and Ideological conformity", American Journal of Sociology, 73, 1973, 343-361.

A study of Sandhurst Military Academy that has wider implications. The thesis is that "power relations within the socialising organisation enable the staff to control the nature and kind of interaction thereby making one kind of outcome much more likely than another". This thesis has a significance in the general study of professional socialisation.

Barney G. Glazer and Anselm L. Strauss: Status Passage, London: Routledge and Kegan Paul, 1971. pp.205.

A sociological discussion of the general topic of status passage that is very relevant to the understanding of professional induction. Its treatment of "recidivism" and "reversals of passage" are particularly relevant.

Colin Lacey: The Socialization of Teachers. London: Methuen, 1977. pp.160.

This book is essentially a study of what Merton terms the "anticipatory socialization" of teachers since it is concerned with the practical component of PGCE students at Sussex University.

However, it has a significance wider than that because of the author's attempts to base his empirical study on a well argued foundation of sociological theory.

It stands beside Dan C. Lortie's School Teacher as one of the indispensable readings in the area.

Dan C. Lortie: "Laymen to law men: law school careers and professional socialization", Harvard Educational Review, 1959, 29, 363-367

A study of professional induction in the profession of law which has important parallels and implications for a study of teacher induction.

'The statement "I wasn't prepared" is made over and over again. Behind this plaintive cry one senses the disorientation and embarrassment experienced by men who were formally qualified to practice law, yet forced to reveal inadequacies, ignorance and confusion before clients, employers and friends'.

An important theoretical concept which emerges is that "the (professional) self-concept crystallises only where role performance is undertaken in a psychologically meaning context".

Dan C. Lortie: "Shared ordeal and induction to work". Chapter 10. Howard S. Becker (et al.) Institutions and the Person, pp.252-263 Chicago: Aldine Publishing Co., 1968.

Introduces the concept of "shared ordeal" which serves to integrate the professional generations. Not only does the newcomer feel more adult, but they have already overcome their resistance to extending trust to him. "Some occupations lay an elaborate maze for would-be members".

"There is no doubt that many teachers perceive the first year or two as containing considerable ordeal, but there is little talk of relieving that ordeal by sharing it with others".

Dan. C. Lortie: School Teacher. A Sociological Study. Chicago, University of Chicago Press, 1975.

An indispensable reference. A study of the professional socialisation of the teacher based on interview data. He makes special reference

to the comparative poverty of professional induction programs. "Mediated entry" is the term used for work induction. "Compared with the crafts, professional, and highly skilled trades, arrangements for mediated entry are primitive in teaching". (59)

Robert K. Merton: Social Theory and Social Structure. Glencoe, Illinois: Free Press, 1957.

Includes a chapter on Reference Group Therapy where the concept of anticipatory socialisation is introduced (c.f. Ch. VIII). There is also a chapter (VIII) on "Status Sets and Status Sequences".

J.S. Western and D.S. Anderson: Education and Professional Socialisation Australian and New Zealand Journal of Sociology, 1969, 4. 91-106.

Professional socialisation is seen as an example of role learning, "the process whereby the recruit comes to learn about and internalize the culture of the profession he has elected to enter".

"Typically, relations with others are the hub of the professional's work".

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11) References on the general topic of In-Service Education of teachers which have special significance for the professional socialisation of the beginning teacher.

Margaret Batten: In-Service Education for Teachers: A Review of the Literature. Melbourne: Australian Council for Educational Research, 1974 (mimeographed).

An important document which has significance beyond the extended bibliography it contains. This literature is reviewed from a consistent theoretical viewpoint and owes much to the work of Eraut (q.v.). Although the topic of the socialisation of the beginning teacher is not dealt with in specific details, the whole method of approach has relevance for this aspect of in-service education.

G.W. Denmark and J.B. MacDonald: "Pre-service and in-service education of teachers", Review of Educational Research, 1967, 37 (3) pp.233-247.

Points out the fact that "research on in-service education considered as a part of teacher education was disappointingly scanty", and that "it is indeed almost impossible to identify the theoretical basis for most of the studies reported".

Michael Eraut: In-Service Education for Innovation, London: National Council for Educational Technology, 10 Queen Anne St., London. 1972. pp.59

An indispensable reference which provides a theoretical framework for in-service education programmes. The approach is derived from the work of Ronald G. Havelock (q.v.) Eraut derives criteria by which in-service programmes might be evaluated on the criterion of innovative potential.

H. Finnegan: Into Thy Hands. Theory Into Practice, 1972, 11. pp.215 - 224.

A very sound theoretical orientation to staff development. Based on Havelock's work (q.v.) and developed in much the same way as Eraut. (q.v.)

B.M. Harris, W. Bessant and K. McIntyre: In-Service Education: A Guide to Better Practice, New York: Prentice-Hall, 1969.

Although this book does not specifically mention professional induction, it is a very useful reference which takes much the same approach as Havelock/Eraut. Particularly interesting is the In-Service Design Grid (p.37) which sets out the most appropriate modes of achieving change in teacher behaviour in 1) Cognitive objectives, 2) Broad spectrum objectives, 3) Affective objectives.

Ronald G. Havelock: Planning for Innovation, Michigan: University of Michigan Press, 1969.

An indispensable reference. Havelock develops a theory of innovation strategies. He delineates and evaluates three "modes": 1) Research Development and Diffusion, 2) Social Interaction, 3) Problem Solving. The third "mode" is shown to be the most effective for change. He then proceeds to develop the idea of a Linkage Model aimed at bringing the Resource System and the change target together in a way that produces the desired change.

W.D. Johnson: Influence on teacher's acceptance of change, Elementary School Journal, 1969, 70, pp.142-253

Discusses the factors within, 1) the education system, 2) the organisational character of the school, 3) the lack of criteria for evaluating teachers, 4) the personality of the teacher, 5) the teacher's lack of conceptual skill which operate as blocks to behaviour change in teachers. "There is most change where there is most help with resources".

Dan C. Lortie: "The balance of control and autonomy in elementary school teaching", Annitai Etzioni (ed.) The Semi-Professionals and their Organisations, New York, Free Press, 1969. pp.1-53

A significant statement on teaching, including the inherent problems of socialisation into the "semi-professior". Lortie refers to teaching as "an incomplete subculture" because elementary teachers learn their core skills in isolation from other adults".

"The successes and failures of architects are recorded in stone, wood and steel. Experience in these professions has a cumulative quality; what teachers learn is largely lost. It is not possible for the professor of education to gain ready access to decades of "cases" for critical review and scientific testing; nor is it easy for the beginning teacher to get the feeling that she begins where predecessors left off".

Louis J. Rubin (ed.) Improving In-Service Education, Boston. Allyn & Baron, 1971.

A significant series of chapters which discuss the in-service education of teachers in terms of changing teachers' behaviour rather than in terms of "in-service courses". Two quotations will serve to summarise the line of argument.

"A meaningful in-service program is one in which training is directed towards teacher performance goals of immediate relevance to the teacher's everyday professional experience". (p.113)

"The professional development problems of teachers are not solely matters of individual growth, but must be seen in the context of a group process of team relationships of total development". (p.139)

Noel Wilson: In-service, values and change. South Pacific Journal of Teacher Education, 1974 1(3) pp.51 - 53.

Discusses factors within a school which can help or hinder the effectiveness of in-service programmes. For change to occur he suggests two pre-requisites - "personal security and open communication with other teachers. In most schools neither of these preconditions operate".

Attention is focused on the skills needed by the school principal if the preconditions are to be met: the ability to produce open, honest feedback in task and discussion groups". This occurs only where the groups become coherent and trustful, and the principal has considerable tolerance of ambiguity.

The relevance for teacher induction programmes is clear.

111) References Specifically Directed Towards the Professional Induction of the Beginning Teacher.

Thomas J. Coates and Carl. E.Thorenson: Teacher anxiety: a review with recommendations. Review of Educational Research, Spring 1976. 46(a) pp.159-184.

Summarizes 15 studies on the concerns and sources of anxiety of beginning teachers. It is not always clear whether the student - teacher or the beginning-teacher is being referred to. The two terms seem to be used interchangeably.

Mildred Collins. Students Into Teachers, London, Routledge and Kegan Paul, 1969.

An account of inquiries carried out in Aberdeen (1962) Birmingham (1961-62) Lancaster (1961-63) as to what help was available, offered and accepted by beginning teachers. The general conclusion was that "the probationer feels more at home with a new teacher". "The older teacher, whom one would naturally suppose to be of greater help, does not always turn out to be so. The probationer has difficulty in identifying with him as a person who has had the same problem as himself and therefore able to offer him useful advice".

G.A. Cortis and E. Brent: From College to Classroom. New Society. No.424, 12th November, 1970. p.868.

An account of a follow-up study of 190 beginning secondary teachers. All saw the school as the primary source of assistance on their first teaching job: 66% mentioned a colleague or the head, 23% mentioned in-service courses, 30% mentioned other teachers outside the school.

"Much of what is learnt in college is neither conceptualised nor taught in a way that builds a bridge between theory and practice".

A.M. Crane: The occupational socialisation of teachers. South Pacific Journal of Teacher Education, 1975 3(3) pp.57-64.

A discussion of some of the theoretical issues involved with a brief description of the experimental induction programmes in Liverpool and Northumberland.

Donald E. Edgar and Richard Warren: Power and autonomy in Teacher Socialisation, Sociology of Education, 1969. 42, pp.386-399.

A clear theoretical discussion. Socialisation involves pressure to change, to influence neophytes in socially "desirable" directions, to drop previous patterns of behaviour, and accept new norms held by the socialising agent or significant others. Where beginning teachers are being evaluated "the personal liking between a teacher and his evaluator is a significant social variable".

G.G. Eye and M.R. Lane: The New Teacher Comes to School, New York: Harper, 1956.

An early classic. A very practical and down to earth discussion of the problems of the new teacher and how they might be helped to surmount these problems.

Douglas S. Finlayson and Louis Cohen: The teacher's role. A comparative study of the conceptions of college of education students and head teachers. British Journal of Educational Psychology, 1967, 37, pp. 22 - 31.

Used a Role Definition Instrument with 268 women students and 183 head teachers.

"Teachers in training do not acquire growing insight into the teacher's role: there is no steady growth in understanding."

Head Teachers see the teacher role as - organizationally oriented;
child dominating;
conformity desiring.

G.H. Finlayson: Support programmes for probationary teachers. South Pacific Journal of Teacher Education, 1976. 4(a) pp.161-164

Description of a programme carried out in the Western Metropolitan Area of N.S.W. It began with the initiative of the author in one High School, and was consequently adopted by the in-service committee which ran two courses one for deputy principals of High Schools with a view to helping them to promote in school support for probationers, and one on adjusting to teaching for probationers.

Blanche Gear: Occupational commitment and the teaching profession. Chapter 16. Howard S. Becker (et. al) eds. Institution and The Person.

Gear postulates six stages in the process of the "doctrinal conversion" of a teacher.

1. Initial innocence.
2. Recognition of incongruity (i.e. "it's not what I expected")
3. Psyching out (i.e. satisfying demands)
4. Role simulation.
5. Provisional internalisation.
6. Stable internalisation.

...

Richard A. Gorton: Comments on research: the beginning teacher. National Association of Secondary School Principals' Bulletin 1973. 57, No. 369.

Several problem areas were identified in responses from 316 beginning teachers: professional, personal, working with colleagues, working with parents, working with students, problems of school administration, problems of system administration. Many had experienced none of these. Only 7% reported that they had had any help from the school principal.

Emil. J. Haller: Pupil influence in teacher socialization: a socio-linguistic study. Sociology of Education, 1967. 40, 316-333

The salience of pupils is seen as greater than that of colleagues or principals: "Teachers are rewarded by pupil behaviour which can be interpreted as an indication of task achievement - the only immediate indicator of effective role performance".

Charles Hannam, Pat Smith and Norman Stephenson. The First Year of Teaching, Hammondsworth (Eng.) Penguin, 1976.

A practical book of advice for the beginning teacher.

M. Hewitson. Supervision, rapport with the principal and beginning teacher satisfaction. The Canadian Administrator, 1976. xv. (7)

A study of 211 first and second year teachers to determine the three most meaningful supervisory practices:

1. Face to face discussion.
2. Formal classroom visits.
3. Promotion of professional development.

Effectiveness varied with rapport with the principal.

Donald Hogben: Assumptions underlying primary school organisation and practice and some implications for the beginning teachers. Unicorn: Bulletin of the Australian College of Education, 1976 (2) pp.40 - 46.

Discusses the difficulties of the beginning teacher in terms of Lilian Katz's (q.v.) four developmental stages in the professional growth of teachers. The article points out that in discussions of professional socialisation system changes are seldom suggested: it is usually assumed that it is the teacher who should change.

Wayne K. Hoy: The influence of experience on the beginning teacher. School Review, 1968, 76, 312-323.

"The process of socialization within the school sub-culture seems important in reshaping the control ideology of newcomers. New idealistic teachers appear to be confronted with a relatively custodial control

orientation as they become part of the organization . . . . both elementary and secondary probationers described their school subculture as one in which good teaching and good discipline were equated."

Wayne K. Hoy: Pupil Control Ideology and organizational socialization: a further examination of the influence of experience on the beginning teacher. School Review, 1969. 77, 257-265.

A follow-up study of the P.C.I. of teachers in their first and second years of teaching: "Perhaps the first year provides most teachers with an adequate period to become socially integrated with the teacher subculture, at least as far as P.C.I. is concerned."

Lilian G. Katz: Developmental stages of pre-school teachers. Elementary School Journal, Oct. 72, pp.50-54.

Katz postulates four developmental stages:

1. Survival - up to 1.1/2 years.
2. Consolidation - 1.1/2 to 3.1/2 years.
3. Renewal - 2.1/2 years +
4. Maturity - 3.1/2 years +

She sets out the "needs" of each stage.

Joseph F. Lagana: What Happens to the Attitudes of Beginning Teachers? Danville, Ill. : Interstate Printers, 1970.

A study of 779 beginning teachers in Western Pennsylvania. Using the Minnesota Teacher Attitude Inventory (MTAI) which was administered just prior to appointment and after approximately 5 months of teaching.

The general conclusion was: "The personal characteristics which a beginning teacher brings to initial teaching experience are powerful factors which are related to the degree and direction of attitude change:

1. Female beginning teachers tended to bring a more favourable attitude, but underwent a greater attitude change in an unfavourable direction.
2. Older beginning teachers tended to exhibit a stable attitude in a favourable direction.
3. Unmarried beginning teachers had a tendency to undergo an unfavourable attitude change.
4. Elementary teachers showed less tendency towards unfavourable attitude change than junior or senior high school teachers.

Dan C. Lortie: Observations on teaching as work. M.W. Travers (ed.) Second Handbook on Research on Teaching, Chapter 15. Chicago. Rand-McNally, 1973.

This chapter contains an important section on "The Riddle of Socialization". Lortie argues that in the case of the beginning teacher "the protracted exposure to potent models leads teachers-to-be to

internalize (largely unconsciously) modes of behaviour which are triggered in later teaching . . . . future teacher behaviour is rooted in experiences which pre-date formal training".

James Lynch and H. Dudley Plunkett: Teacher Education and Cultural Change. London: Allen & Unwin, 1973. pp.196.

This publication is not specifically on the induction of the beginning teacher, but it contains much relevant material. The authors take the view that beginning teachers are more likely to be changed by their peers than by the intermittent interruption of their group life by a varied succession of outsiders, and even by teacher tutors or lecturers.

Margaret Mackie: The Beginning Teacher: Educative Teaching in the Primary School, Sydney: Angus & Robertson, 1973.

This book provides a conceptual framework within which beginning teachers are stimulated to think out for themselves ways to attack their many immediate problems. Parts 4 and 5 of the book provide a series of episodes and case studies that could very profitably be used in in-service courses especially arranged for beginning teachers.

Paul Marachio: A proposal for helping the beginning teacher. Clearing House, 1971. 45, pp.419-421.

An account of an experiment at Salem, New Hampshire, in which each beginning teacher was placed with an experienced co-operating teacher - not an evaluator. The induction program involved Flanders' interaction analysis, seminars and guided observation.

A modified form of internship.

Ward S. Mason: The Beginning Teacher. Status and Career Orientations. Washington, D.C. : U.S. Govt. Printing Office, 1961.

A survey of 7150 beginning teachers in the 1956-57 school year. A complex questionnaire included sections on -

characteristics of recruits
their preparation courses
teaching assignments
home/community situation
economic status
occupational values
satisfaction and dissatisfaction with teaching
commitment to teaching.

David Marsland: An exploration of professional socialization: the College of Education and the School Teacher Role. Research Into Higher Education. London: Society for Research into Higher Education, 1970. pp.45 - 47.

An intensive study of 150 students from one College of Education which gives significant information about the impact of a three year pre-service course on prospective teachers. It does not follow the beginning teachers into their first appointment.

It shows, amongst other things, that at the end of their course 54% had no role model with whom to identify, 20% had a lecturer model, 13% had a former teacher model, and 13% a joint lecturer/teacher model.

Cautionary reading for those involved in pre-service teacher preparation.

National Association of Secondary School Principals: The Beginning Teacher, NASSP Bulletin, Oct. 1968, Vol. 52. No. 330

An account of the NASSP Project on the Induction of Beginning Teachers carried out over the three years 1966-68. There were four elements in the programme.

1. A reduction of teaching load of 1 class period during the first year of teaching.

2. A reduction of teaching load of 1 class for an experimental "co-operating teacher" who would advise and counsel the beginning teacher for the duration of the project.

3. Assistance to the beginning teacher in finding and using instructional materials.

4. The provision of special information on the character of the community, on the student body and on school policies.

One general conclusion was that the success of the project varied with the principal's willingness to support the project.

This whole publication is worthy of attention, especially perhaps for the Chapter by Douglas W. Hunt on "Teacher Induction : An opportunity and a responsibility".

National Education Association : National Commission on Teacher Induction and Professional Standards. The Real World of the Beginning Teacher. Washington, D.C. N.E.H. 1966.

An indispensable reference. A series of papers by such writers as Robert N. Bush, Henry J. Hermanovicz, and Dan C. Lortie. The basic theme is "how do new teachers perceive reality?" Hermanovicz discusses the expectation - experience inconsistencies of beginning teachers and documents their general condemnation of pre-service "Foundations of Education" courses.

Dan Lortie discusses what he terms "The Robinson Crusoe Model" of Teacher Socialization. "My impression is that teachers possess very little

in the way of a set of shared terms or concepts about the subleties of teaching as an interpersonal transaction". The relationships of the beginning teacher with colleagues are seen by Lortie as "quantitatively minor and qualitatively marginal". This Robinson Crusoe syndrome means that "he cannot make the specifics of his working knowledge base explicit, nor need he, as his victories are private".

D.K. Riddle: Anticipatory socialization : an aspect of professional role adjustment. Australian Journal of Higher Education, 1972, 4, pp.228 - 234.

A study of 150 beginning teachers in Buffalo (NY) which demonstrated the importance of role models oc actual teachers. "One of the most striking characteristics of beginning teachers in this group was the extent to which their concepts of the role were influenced by particular high school teachers whom they admired". Where this was not so, the role model tended to be admired University Tutors and the university seminar was accepted as the teaching model. Those who entered teaching with an attitude of "vague idealism" could not find a role model and tended to fall back on the student role and eliminate their distance from students and be dominated by the culture of the classroom".

Kevin Ryan (ed.) Don't Smile until Christmas. Chicago: University Chicago Press, 1970.

A descriptive and interpretative account of the first year of teaching in American High Schools, written in a rather cynical vein. It refers to teaching as an occupation which "holds no mystery" and to the "School of Educators", "lax efforts as gatekeepers to the profession" and their "inability to turn courses into a classroom survival kit".

"At the end of the first year, few beginners are the teachers they had hoped to become".

A quotation from T.S. Eliot's, J. Alfred Prafrock is used to good effect: "to prepare a face to meet the faces you meet".

John L. Southwell: Teacher aids teacher: beginners prefer help from their experienced colleagues. Clearing House, 1970, 45, pp.104-106.

Experienced teachers are overlooked as an orientation resource; of those asked 43% had never helped a new teacher voluntarily on a request from the principal.

Robert R. Spillman and Dorothy Levenson: Teacher training: a question of control, not content. Phi Delta Kappan, 1976. 57, pp.435 - 439.

An argument for school based teacher training. "After that (i.e. pre-service training) comes employment where the most common experience is to be left alone in a classroom with unknown students. The supervisor from then on may consist of a principal's glance through the peephole in the door".

Harold E. Turner: Improved in-service : a challenge for supervisors. Clearing House, 1970, 5, pp.16 - 19.

An article which identified the beginning teacher as a special problem in in-service education. Three main needs are discussed:

- progress towards class management;
- acceptable pupil-teacher relationships;
- the selection of appropriate content.

"They will need help in recognizing and establishing a satisfactory 'feel' of the classroom and in developing their own style of instruction. Beginners need to know that experienced counsel is readily available. They need to be able to make their own mistakes and learn from them. Above all else, they need positive encouragement from the supervisor. These individuals have more questions than answers. They sometimes also have great difficulty in recognising the proper questions".

Donald J. Willower and Ronald F. Jones: When pupil control becomes an institutional theme. Phi Delta Kappan, 1963, 45, pp.107-109

A discussion of the school as a social system and the position of the beginning teacher in that system. "New teachers are frequently silent but interested listeners in the faculty lounge discussions: and they knew that they were restricted in the kinds of innovation they could employ in their classrooms, since the use of more permissive methods left them open to the charge of softness. This created a serious problem for the more idealistic new teachers".

Donald J. Willower: The teacher sub-culture and rites of passage. Urban Education, 1969, IV, pp.103-114.

The argument is that the "on stage" behaviour of beginning teachers is often at first inconsistent with their underlying attitudes, but that the mask "gradually and subtly becomes the face". "It seems that the journey through the passage-ways of teacher socialization engenders an erosion of idealism. Those who seek the Grail are apt to stop looking, or drop out, or go into guidance or in rare cases, even administration".

Benjamin D. Wright and Shirley L. Tuska: From dream to reality in the psychology of becoming a teacher. School Review, 1968, 6, pp.253 - 293.

The professional socialisation of the teacher is seen as progressing through three phases: 1) dream - on entry to training; 2) play - during practice teaching periods, 3) reality - on first appointment. Without an induction period the sudden move from play to reality can lead to disillusionment. "The only way to mend this disfunction is for practice teaching to be real teaching".

Chapter 3.

A SURVEY OF INDUCTION ACTIVITIES IN AUSTRALIA

Introduction:

In recent years in Australia, as elsewhere, there has been a great deal of talk about attracting good people into teaching. But, it is salutory to realise that there is little systematic knowledge about the processes whereby they move into it (c.f. Lortie, 1973). Furthermore, little is known about the associations between different patterns of entry and subsequent success with various teaching tasks, and with job satisfaction. It is the case that what it is like 'Being a Teacher in Australian Government Schools' has been well documented (Campbell, 1975), as have the concerns experienced by beginning teachers. Staff of tertiary institutions (c.f. Gasson et al, 1977; Scriven & Shaw, 1977), various teacher associations as well as schools (Mitchell & Chisolm, 1977), and employing authorities (Anderton, 1976), have carried out surveys. Essentially their findings are congruent with those of researchers overseas (c.f. Coates & Thorensen, 1976).

A survey of the Australian findings, coupled with information gleaned through interviews with beginning teachers during 1977, reveals several recurring themes among the expressed concerns of the new teachers. These major themes are:

1. The magnitude of the job of teaching is quite overwhelming. This job requires:-
   (a) a great amount of time for the preparation of lesson content, and of teaching aids;
   (b) detailed consideration of programmes of work (including the development or adaptation of curricula);
   (c) a vast array of resources, including persons and materials which must be located early in the year, and
   (d) a great deal of clerical work.
2. It is extremely important to establish working relationships with pupils and with peers. These relationships should have certain characteristics:
   (a) with pupils they should be ones where the teacher has the upper hand and exercises tight control;
   (b) with peers they should be such that you can tolerate the other adults and work with them.

With respect to the first theme beginning teachers mention a number of specific concerns including how to prepare work programmes, how to develop a curriculum unit and where to find duplicating materials. With respect to the second they often refer to their concerns about management of a group of pupils, disorderly behaviour, motivating pupils, and how to guarantee pupils hand in assigned work. Beginning teachers also have a definite commitment to teaching which involves a firm belief that they have responsibilities to -

(a) their pupils and (b) their colleagues.

Furthermore, they express a desire to improve their own teaching styles so that, as better teachers, they can be more effective in helping individual pupils. As a consequence, they express concerns about such things as how to teach reading and how to cater for specific learning difficulties.

A number of schools, professional groups and regional authorities are acutely aware of the new teachers' concerns, and have attempted to ease them into the profession and to allay their worries by providing help through counselling, meetings and residential conferences. These activities are important ones in socialising persons into teaching but, to date, there has been no detailed survey of the range and nature of these practices or of their impact. The Teacher Induction Project was designed to provide information on these preceding issues.

A first step in this national project was to obtain details from educational authorities, schools, teachers' centres and regional offices on some of the processes whereby people move into teaching and their first teaching appointment, and how they are helped to cope with their teaching responsibilities. What follows is a descriptive account based on the information we have gleaned over a period of twelve months. The procedures described are restricted to planned activities and do not include the variety of informal situations whereby new teachers are socialised into the profession. It is important to note that this account is intended to illustrate the range of planned induction activities in Australia and thereby form an essential background to the next report which will indicate the extent to which new teachers have been involved in and affected by the various procedures. But, although we have aimed to present a broad, general coverage of induction activities throughout Australia, we also recognise there is a need to provide more specific details of some of the more successful enterprises in the hope that they will be examples for others. Our general discussion, then, is interspersed with selected examples. Note, however, that the procedures which are described are by no means prevalent ones in each Australian State or Territory, nor are they representative of co-ordinated policies within each State or Territory.

For convenience the description of planned induction activities throughout Australia has been grouped under the following, not necessarily mutually exclusive, headings:

I. System Based Activities including

- appointment procedures
- conferences prior to taking up duty
- conferences during the first year
- regional meetings
- use of consultants
- miscellaneous activities and policies.

II. Use of Printed Materials,

- prior to entry on duty
- and
- upon taking up duty.

III. School-Based Activities including

- (a) prior visits
- (b) meetings before the school year starts
- (c) counselling and in-service seminars
- (d) inter-class visits

IV. Contributions from Teachers' Centres and other Institutions.

I. System Based Activities

Education authorities must recruit new members for their work force and absorb them into the group's sub-culture, but the planned manner in which these things are done varies throughout the nation.

(a) Appointment procedures

Although there are common features in appointment procedures it is interesting to note that a number of education authorities, especially the state ones, are now beginning to interview the majority of their new applicants. This has been a standard practice in at least one state for a number of years. Here the interviews are used to provide beginning teachers with some details of the schools, the regions in which they are located, and general employment conditions. In some cases, too, second interviews are arranged especially when an applicant's preferences for appointment cannot be met. In these circumstances the interview is used to explain why and to provide details about other possible alternatives. Generally in Australia, however, when interviews are held it is reported that they are used as a screening device rather than as a means of helping and providing information for beginning teachers.

Once an application for appointment is accepted appointees are generally notified by letter. Some state systems attempt to confirm the majority of their new appointments before December so that beginning teachers can visit their school before Christmas. In South Australia there is an arrangement with the training institutions to release exit students for a period before their final year ends so that they can in fact visit their first school. This authority also proffers the following advice in relation to appointment procedures in a document entitled "Teaching in South Australian Secondary Schools":

> "All appointees will be notified individually be letter of their postings. These letters will indicate an intention to make a formal appointment at a later date. While the great majority of these appointments will be confirmed it should be realised that unforeseen changes in the overall staffing situation may necessitate some alterations to a small number of appointments.
>
> The principal of the school to which you have been appointed will receive a copy of your letter of notification together with a summary of the professional information you submitted when applying for appointment.
>
> It is highly desirable for you to arrange a visit to your new school before the end of the school year to meet your new principal and staff. While it may not be possible for you to be given a complete allocation of teaching subjects for next year, you will very likely have some indication of what you may be teaching. Accommodation arrangements should also be discussed during this preliminary visit.
>
> If for any reason you are unable to visit your new school this year you should write to the principal giving as much information as you can of your subject strengths, teaching preferences, extra-

curricular interests, accommodation requirements, etc. You should also give some indication of your vacation movements so the principal can contact you if he or she wishes to."

Even though there are some encouraging attempts to ease new teachers into the profession at the appointment stage, it does seem that the majority of new teachers in Australia still receive their confirmations of appointment at a time which precludes the possibility of a profitable prior visit to their first school.

(b) Conferences prior to taking up duty

Another way of helping teachers enter the profession is to arrange conferences extending for three or more days prior to their entry on duty. But these conferences appear to be extremely rare in Australia. When they do occur they seem to be for a special purpose in areas where there are extenuating educational circumstances. For example, in January, 1977, there was a conference extending over two weeks in the Northern Territory for new teachers who would be entering remote aboriginal and pastoral schools. The conference, in addition to covering certain methodological topics such as 'teaching english as a second language', provided beginning teachers with information about the Departments of Health and Aboriginal Affairs, TAFE services and the Northern Territory Schools Branch, plus some basic anthropological concepts. The teachers were fully occupied during the conference as the following schedule for three of the days indicates:

Time	Friday 14.1.77	Monday 17.1.77	Wednesday 19.1.77
8.30-9.30	Management Services	Schools Branch	Special Projects
9.30 - 10.30	Teaching English as a Second Language (TESL)	TESL	TESL
10.30 - 11.00	Morning Tea		
11.00 - 12.00	Applied Linguistics	A. L.	A. L.
12.00 - 13.00	Ethnic Studies(E.S.)	ATE Aboriginal Teacher Education	Dept. of Health
13.00 - 14.00	Lunch		
14.00 - 15.00	Free	E. S.	E. S.
15.00 - 15.30		(Tour -) (e.g. Media) (Centre) ( )	(Tour -) (e.g. Head) (Office) ( )
15.30 - 16.30			

Both teachers and authorities appear ambivalent about the value of such an extended activity, not because it was considered inappropriate to

hold the conference, but whether more extended treatment of a number of the topics would have been more relevant after the teachers had spent a few weeks in the schools.

(c) Conferences during the first year

Some education systems organise conferences during the first year to help beginning teachers. Generally these last for a minimum of three or four days with a local education officer, or in the case of state government authorities, a regional officer, taking full responsibility for the organisation.

The conferences are by no means prevalent activities and are variously received by beginning teachers who are loath to attend since they leave their colleagues to shoulder additional teaching tasks while they are absent from school. Nevertheless, several regions in Australia have taken major steps to provide well-planned activities for the teachers who attend. Some of these regions have also actively sought the support and co-operation of principals in the local schools. In fact, some extremely successful conferences have occurred in those regions where senior personnel in the schools have not only encouraged new teachers to attend but have planned ahead and hired replacement staff for the period of a conference. These positive actions by principals are essential conditions contributing to the success of regional conferences. Certainly our interview data indicates, as has been stated above, that beginning teachers, who are very conscious of their responsibilities to pupils and colleagues, are reluctant to absent themselves from school if it results in additional duties for their peers.

It is appropriate here to highlight some of the salient characteristics of one of the few more successful conferences in Australia. One regional authority in N.S.W. conducts a series of these for the beginning teachers under its jurisdiction. Approximately twelve conferences of three days each are held during the early part of a new school year. Conferences occur either on Thursday to Saturday inclusive, or Sunday to Tuesday inclusive, with different beginning teachers attending each one. Each conference is staffed by four consultants who work with a syndicate group of eight or nine participants. The consultants are drawn from a group of twenty or so expert practising teachers who have attended in-service education courses dealing with the nature of adult learning, principles and objectives of induction activities and innovation strategies.

Prior to a conference consultants are provided with detailed guidelines on the role they are to play, and the material to be covered in the various scheduled workshops. For example, the general role of the consultant is specified as follows:

"The consultant should fulfil several roles when working with his group.

* Facilitator

The Consultant has a number of tasks here - he should ensure that the group understands the goals of the session and that discussion is generally relevant. He should, without dominating discussion, allow participants opportunity to put their views, recount their experiences and ask questions both of each other and of him. The Consultant should try to summarise the findings of the group or preferably have the group summarise their own findings. This role should be played as unobtrusively as possible - maintain a low posture.

* Resource Person

Remember the limited experience of participants. There will be occasions in group discussion and in the wider course where participants will look for authoritative statements as to procedures or policies. Again Consultants should take opportunities to draw on their own experience in offering hints as to practises or procedures. But remember the Consultant should not pre-empt discussion by giving his own views too early or too strongly.

* Housekeeper

The Consultant should ensure that his participants are comfortable and secure in the course. He should reinforce announcements and arrangements made to the whole group in Plenary Session."

An excerpt from the guidelines provided to consultants follows. The example is taken from the instructions relating to a group activity dealing with The Teacher and the Service.

" In this session Consultants should:

* Present activity material.

* Take group through the allotted tasks (not necessarily in order, but ensuring that all receive some coverage).

* Encourage questioning and discussion of points of interest to participants.

This activity is designed to clarify, consolidate, and apply some of the main issues of the Plenary Input, and to draw attention to simple but important features, such as Handbook as a source of information and advice, appropriate completion of forms, and attention to personal service rights.

Remember to watch the time during this session!

TASK ANALYSIS

You would like to run an excursion as part of a unit of study. What formal requirements must you meet? What else should you do, that isn't mentioned in the Handbook?

Encourage participants to refer to Handbook to identify the formal requirements. (3.1.37 - But let them find the reference). Discuss less formal in-school aspects of an excursion, e.g. relevance to educational program, supervisor's approval, co-ordination with other teachers, forward planning and preparation of material, preparation of children, school rules regarding excursions (uniforms, etc.) transport.

Using your Handbook, discuss the following:

* Can a school expel a pupil?
* May you run a "Queen" competition at school?
* How many days "Short Leave" are you entitled to?
* Do you lose your holiday pay if you're sick on the last day of term?

Consultants should assist participants to find entries, and ensure that discussion is brief and relevant. The value of this exercise lies less in the actual information found than in the development of understanding of the value of the Handbook as a source of information useful to teachers. Draw attention to the Education Gazette as a source of current notices and information".

The selection of material used in the conference was based on results of surveys conducted in the local region to ascertain the local concerns of beginning teachers. The scheduled workshops were oriented to practice and are akin to method courses in pre-service training programs. For example, the list of topics for one series of workshops included:

lesson planning, evaluation,
handling A.V. equipment,
the conduct of groups in a school,
causes of misbehaviour, and
tricks of the trade.

In addition there were sessions to examine a number of 'critical incidents' which might occur in a teacher's day. Some of those included were associated with:

* consistent failure by two or three pupils to do homework and hand in assignments;
* late arrivals to class with consequent loss of class control;
* confrontation with a parent who does not wish to recognise her child as an 'underachiever'.

From all reports the beginning teachers reacted favourably to all meetings.

One very important characteristic of these regional conferences was the feedback provided to schools and to their principals on the beginning teachers' perceptions of how they had been treated in their schools. A final report which goes to the schools includes this information, but does not identify teachers whose comments are treated with the strictest confidence.

There is yet another reported 'spin-off' for the new teachers. Those who participated stated that the few days provided a substantial revision of elements in their pre-service programme. In fact now that they had completed a number of weeks as fully fledged teachers, they believed the conference had 'rounded-off' their pre-service course. And the cost? Excluding mileage allowances and payments for relief staff in schools expenditure for each three day conference was of the order of $3,000.

(d) Regional meetings

The most prevalent planned activity is the half-day or one day meeting organised by a local education officer or staff member of a regional office. Often these meetings are planned to occur throughout the first two terms but in one or two instances they have been organised at the end of the first year of teaching. The format varies from workshops, group discussions and guest lecturers with the latter predominating.

In one region in Victoria a three-stage induction programme has been organised where half-day sessions precede a two-day residential conference. The stages during the first school term were as follows:

Stage 1: One afternoon session for all first year teachers in the region. The theme was "Know your region" and speakers dealt with personnel, resource and consultancy services.

Stage 2: Two half-day workshops in subject areas organised by consultants and experienced teachers from the region. Beginning teachers were given the option of attending either (a) two workshops in one subject area or (b) one workshop in each of two subject areas.

Stage 3: A two-day residential conference (Sunday to Monday) on the theme: "Motivation, Management and Resources". Guest speakers dealt with the topics "Motivation" and "Management", and discussion groups also featured as a major activity. Consultants and experienced teachers attended as resource personnel.

Generally it seems that activities which are conducted in the early stages of the school year are well attended and favourably received by beginning teachers. Certainly the early meetings seem to help the new teachers with some of their expressed concerns. However, one of the major benefits seems to be that the beginning teachers have the opportunity to share experiences and ideas with colleagues who are experiencing similar anxieties and satisfactions. They realise they are not alone. Consequently these early meetings have an important therapeutic effect. Unfortunately, it seems that at times communications within regions are such that not all beginning teachers hear about the special meetings organised for them, and when they do, some are reluctant to leave their school for the reasons given in the previous section.

(e) Use of consultants

All systems use consultants who are expected to counsel beginning teachers as well as more experienced ones. Consultants, for example, are expected to help beginning teachers with subject difficulties, programming, new curricula and the like. But even though all authorities admit that consultants are an essential feature in professional development, economic and time limitations mean that in reality a beginning teacher is rarely visited more than once by a consultant (especially in the more remote areas) and consequently receives little consistent, continuing help from this resource. The situation seems to be more acute in the larger regions.

Of course the provision of extensive consultancy services requires considerable amounts of money, and in times of economic stringency adequate services are not maintained. However, there are some alternative ways of guaranteeing that beginning teachers have access to consultants. One of these is described in section (c) dealing with School Based Activities. Another is to charge members of peer assessment panels with a responsibility to counsel new teachers. This is what is done by the Commonwealth Teaching Service which is responsible for the assessment of beginning teachers in the Australian Capital Territory and the Northern Territory. Assessment is normally carried out by a panel of three teachers drawn from the beginning teacher's own school, but in the case of small schools drawn

from staff of neighbouring schools. Two of the panel members are teachers with some specific responsibility in the school (e.g. principal, or grade or subject co-ordinator) and the other a peer member (not a beginning teacher) who is chosen by the panel chairman from a list of three submitted by the applicant. In addition to their task of assessment the peer panel is expected to offer guidance and counselling to their colleagues in relation to their professional development. With respect to beginning teachers, in particular, the Handbook of Instructions and Guidelines for 1977 states:

> ..."such beginning teachers will possibly need a great deal of assistance in their first year of teaching, and those teachers serving on their probationary assessment panels have a significant role to play in helping them overcome the many possible difficulties which can confront the beginning teacher". (p.5)

(f) Miscellaneous activities and policies

Education systems enunciate a number of policies or expectations which it is hoped can or will be implemented in practice. Some of those of significance for beginning teachers are:

reduced work load
visits to other neighbouring schools

Some Australian states (e.g. Victoria) and territories (e.g. A.C.T.) have a policy that beginning teachers will receive a reduced work load. Whereas this could mean a variety of things such as classes of small size, several parallel classes (in secondary schools), or fewer administrative, supervisory or clerical duties, it is generally taken to mean fewer class contact hours. In those places where the policy is adopted it is expected that primary and post-primary teachers will have a reduction in their teaching load of 20 per cent compared to a teacher in his second year. Of course, local exigencies often mean that it is impossible to follow the letter of the law, even in places where there is strong union pressure to adhere to it. Staffing shortages or a reduced number of specialist staff mean that principals have to consult with and request new teachers to teach extra time. In primary schools where the scheme operates there are usually some specialists available (e.g. a librarian or a P.E. specialist) or the school is operated as an open-plan one.

Visits to neighbouring schools are encouraged in several places (e.g. in N.S.W.) to allow beginning teachers to meet with more experienced colleagues to discuss programming, methods of teaching, resources, assessment procedures and the like. During these visits beginning teachers rarely have the opportunity to observe the more experienced teachers conducting an excursion, laboratory session or class discussion. Nevertheless, the visits do provide a very useful service, especially to the new teachers who are in smaller schools with limited resources and combined grades.

II. Use of Printed Materials

(a) Prior to entry on duty

It is important for members of all professions to become familiar with professional matters, the organisation and resources of their place

of work, besides learning to cope with their assigned tasks. Perhaps the most obvious and expedient way for the beginning teacher to obtain information is to ask at the time it is needed. However, in the event of a teacher being employed by a State Education Department contact with his employers is often brief and contact with his future colleagues almost non-existent until the beginning of the school year. It is probably for these reasons that employing bodies rely on printed materials to help new teachers bridge the gap between professional training and taking up a particular teaching position.

It is customary in some states to provide exiting students with brochures outlining the following information:

Where to obtain information on appointments

How to apply for an appointment

Choices of school

Salary scales

Registration requirements

Availability of housing in country areas.

When applying for an appointment with a State authority students often have the opportunity to state a preference for a particular school or type of school. But, this option only becomes 'real' when information about the schools, their level, size, organisation, locality and the likelihood of vacancies in each area is readily available. At least one of the State departments produces a folder containing one page profiles of its secondary schools to assist applicants when they nominate preferences. Generally the information provided can not give a reliable estimate of probable vacancies so there is no guarantee that a careful perusal and assessment of the profiles will result in an appointment to the nominated schools. Some non-government schools have school brochures available on request but these are frequently geared to the needs of prospective parents rather than teacher. However, when no additional information is available these can provide some insights into the school philosophy, administration and curriculum policy.

Once a person has received a teaching appointment the need for information escalates dramatically. Certainly beginning teachers seem to value printed Handbooks issued at this stage as evidenced by a survey conducted by one State education department which sampled a number of its beginning teachers. Eighty-three percent of the respondents agreed a Handbook for new employees was necessary and indicated it should provide details on:-

Clerical duties
Discipline
Consultants
Resource materials
Leave
Teacher exchange
Legal position of teachers
Transfers
Retirement benefit fund
Credit union

A recent booklet "Transition to Teaching" prepared in Western Australia in addition to supplying details on the Education Regulations,

promotion outlines, and format for letters to the Education Department, provides some very practical suggestions for teachers of grade 1 and lists eleven actions to be taken on receiving an appointment. Six of the recommended actions are as follows:

"1. Contact the present Headmaster of the school by personal interview or letter, telling him of your appointment, the type of course completed, your option studies, your practice background and the teaching area you would prefer. The holiday address of the Headmaster may be obtained from Staff Branch. Phone 22 3011.

4. Ascertain, as soon as possible, the grade or grades you will be teaching. For various reasons this information may not be available until the school year is ready to commence. However, the Headmaster can usually indicate the area in which you will be teaching, e.g. Junior, Middle or Senior Primary, and if you are likely to be responsible for a grouped class.

5. Obtain the book-list/s appropriate to your grade or area of involvement. These lists are invariably distributed at the end of the school year and, as the books have been ordered, incoming teachers, in general, have to accept these texts. If the book-list has not been distributed, discuss with the headmaster the texts and work books required. Further, you will want to purchase your own copies of these. Some text book series make available Teachers' Handbooks, which may well be invaluable in getting the best out of the text being used.

7. Enquire of the headmaster if you may have a copy of the school policy. This should give an intimate and detailed view of the school, the children, the aims and attitudes expected of the programme, plus, in many instances, detailed notes on organization, rules and disciplinary demands.

10. Try to visit the school before opening day to get the feel of the place, to study the class programme from the previous year and to consult the headmaster, who will have less opportunity of helping you once school opens.

11. Formulate a class policy which can be adapted later to conform to the requirements of the school policy. Consider as a minimum the following areas:-

    a) Groupings - to provide for individual differences.
    b) Seating arrangements in the light of (a) above.
    c) Timetabling
    d) Classroom behavioural patterns to be established, and forms of discipline to be employed. Consider also classroom manners.
    e) Forms of programming.
    f) Administrative tasks - rolls, moneys, milk, absentees etc.
    g) Form and nature of records to be kept.
    h) Work standards - both teacher and child.
    i) Rewards and incentives.
    j) Health standards of both room and child, and the problem of sick or injured children.

k) Tidiness and attractiveness of room - storage of materials, cases, coats, etc.
l) Procedures for children entering and leaving the room.
m) Methods of communication: teacher-child, child-teacher, child-child.
n) Procedures for supervision, marking etc.
o) Use of monitors.

N.B. Your first impression on the headmaster through your letter or interview is a very lasting one. Make it your best. Be professional in attitude, dress and deportment."

Where Teachers' Handbooks are restricted to professional matters new teachers must turn elsewhere for information on the local resources. The following titles represent a small sample of the materials produced by institutes of advanced education, regional offices, and similar bodies to meet these needs.

* Teaching in the Northern Territory - some background information.
* Distant view - Information on remote schools.
* Resource directory - Information on places of interest, excursions, libraries, museums, cattle studs, factories.
* Alice Springs - Information about the town.
* Directory of subject associations - lists their meetings, publications, subscriptions, and a person to contact.

This basic information is often updated in the news bulletin published under different names for teachers in each state.

(b) Upon taking up duty

Because there is so much to be known about a school, e.g. its educational philosophy, rules, course offerings, resources, assessment procedures, etc. many administrators argue that special handbooks or handouts explaining how the school works are needed for all staff. They can use this for instant reference without having to inconvenience other staff with frequent questions. This is not meant to imply that schools generally discourage new teachers to ask questions and to seek out detailed information. It seems that a number of schools believe that the "ask-for-whatever-you-need" policy is not good enough and must be supplemented with a handbook. So many schools produce staff handbooks.

Some are comprehensive even to the extent of detailing the member of staff responsible for grafitti in the school toilets. Others consist of single pages on topics such as -

* school aims and philosophy
* discipline
* excursions
* assessment

along with the timetable and curriculum guidelines.

The contents page of one eye-catching staff handbook is reproduced below to emphasise the many facets of school organisation that may be unfamiliar to the newcomer.

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To illustrate the type of detail given in these booklets we have selected a shorter section from the preceding publication on "Assessment of Students and Reporting to Parents", viz:

"1. Students are assessed in June and December when reports are sent home to parents with a duplicate copy being retained for the student's individual record file.

2. Individual subject reports for each student are written by the subject teachers onto separate report sheets and passed to the year group teacher.

3. Subject reports are written against an agreed list of subject objectives. Reports should contain statements of strengths, weaknesses and constructive suggestions for improvement. Letter grades, percentage assessments, pass/fail ratings are not used.

4. To assist some teachers copies of approximately 110 possible comments are available from the Principal's Office."

It was noted above that some of the printed handouts, including those provided by state education authorities, contain practical suggestions on how the beginning teacher should handle classes in the early weeks of teaching. In the Western Australian handout "Transition to Teaching", for example, there are special suggestions for teachers of grade 1 which include the following pieces of practical advice with respect to "skill and other lessons":-

"(a) From the first day, a morning sentence to be blackboarded and "read" by the class. This daily habit -

i) gives the children good reading habits (left to right etc.),
ii) gives opportunity for oral expression,
iii) gives something new, yet familiar each day.

(b) From the first day, the use of "Beacon Getting Ready for Reading" books. These provide valuable training in colour discrimination, left-right reading, Nursery Rhymes speech work, visual and auditory discrimination oral expression.

(d) Printing: Very elementary in the form of -

i) Pickets on the fence.
ii) Tracing around templates and colouring in."

Generally the practical suggestions in the various handouts deal with a few or most of the following:-

What to do in the first few days
Preparation for the first teaching day
Hints on how to start the first day
Strategies for the first week of teaching
How to get to know your school
Providing for individual differences
Marking and assessment procedures.

The value of printed handouts, whether as extensive as the one referred to above, or simply loose leaf folders or single page handouts seems to be generally accepted on two grounds at least. First, they lessen the need to ask questions constantly and second, they are relatively permanent and can be referred to as specific needs arise. Unfortunately they are variously received by beginning teachers who are overwhelemed with their responsibilities when they take up duty. Many to whom we have spoken did not spend much time looking at handouts, and preferred to receive the information verbally from supportive senior staff. On the other hand there are a number of beginning teachers who appear to have received nothing in the way of printed handouts and quite a number who have experienced difficulty in obtaining necessary information on professional, school and classroom matters.

III. School-Based Activities

Quite a number of the schools throughout Australia recognise the need to ease the beginning teacher into his first appointment and have organised a number of activities to facilitate his induction into the profession. These local activities seem to be appreciated by the new teacher and, because they occur in the environment where he is teaching, appear extremely relevant to him. For convenience of description the activities have been grouped under the following headings:

Prior visits

Meetings before the school year starts

Counselling and in-service seminars

Inter-class visits

(a) Prior visits

It has been noted already that some education systems foster visits to schools prior to taking up duty. Some schools also take additional steps to invite new teachers to visit so that they can -

* become familiar with the lay-out of the school, its educational philosophy, the courses offered, and the socio-economic background of the pupils;
* meet and talk with key senior personnel, e.g. principal, duputy principal and school counsellor;
* provide information on qualifications, interests and the like so they can be best placed to contribute to the school's programme;
* discuss the likely levels and/or curricula they will be teaching.

Schools which encourage these visits maintain they have many benefits, including one of reducing the new teachers' anxieties of entering an unfamiliar environment.

(b) Meetings before the school year starts

In most schools throughout Australia the staff meet together before they face their first classes. Sometimes this meeting is a

relatively short one in the morning of the first day of school to deal with essential matters of getting the school operational for another year. Consequently, it allows little time for detailed, specialist treatment for the beginning teachers. Under these circumstances there is little time for the new teachers to digest all the information with which they are confronted before they face their first classes. In several schools where these short initial staff meetings take place principals have arranged subsequent interviews with new teachers to acquaint them more fully with the general educational philosophy of the school, the principal's expectations of new staff, and the parents' expectations of the school.

In South Australia, Victoria, Western Australia and A.C.T. numbers of schools arrange for staff to attend one or two days before pupils arrive. Where this occurs time is usually set aside for the new teachers to meet with either the principal or deputy principal, or a senior staff member responsible for induction and professional development, together with one or two younger teachers. In these cases the new teachers are generally given a comprehensive tour of the school with explanations about the use of rooms, specialist areas, canteen, assembly areas, and so on. In addition the new teachers are told about:

* the issuing of text books and stationery,
* availability of texts,
* rolls, records, etc.
* collection of monies,
* the sources of help outside the school, e.g. teaching centres, teaching associations,
* school hours,
* the general philosophy of the school,
* school uniform,
* parental expectations,
* yard duty,
* classroom control,
* what will happen on the first day of school.

A number of persons, especially those in schools where staff meet several days before pupils arrive, maintain that beginning teachers settle in much better under these circumstances and have an ample opportunity to acquaint themselves with the school. It is reported, too, that where there is also a person specifically designated as responsible for induction and professional development that new teachers are satisfied with the help they receive.

(c) Counselling and in-service seminars

It is reported by a number of persons that beginning teachers do not like to question experienced colleagues about school and class procedures as they believe these colleagues are busy and are entitled to some freedom from harassment, especially by new teachers. Even the strategy of the "my-door-is-always-open" policy does not persuade beginning teachers that they are free to interrupt whenever they have a query. Some schools, acutely aware of these reservations, have fostered (a) closer relations with other staff members, and (b) regular

in-service seminars. Generally there is an amalgam of both these features through a deputy principal or a senior person responsible for induction.

In several states, for example, deputy principals set aside regular times each week to meet and talk with every beginning teacher either singly or in small groups to discover how each is progressing, to answer queries, to analyse critical incidents, to review school procedures, and to discuss teaching strategies. This practice occurs more frequently in secondary schools where subject masters and subject co-ordinators also play an important role in counselling. In primary schools a greater reliance is placed on peers or seniors who are teaching at the same grade level. But, where a formal arrangement is established it is often the deputy principal who shoulders the responsibility for the regular meetings with the new teachers. It is appropriate to note that whereas the meetings may occur each week in Term I, their frequency decreases throughout Term II and III. In fact many schools phase them out during Term III.

The effectiveness of any counselling which occurs by a deputy principal, senior staff member or colleague teaching at a similar level is affected greatly by the trust and confidence the beginning teacher has in the "counsellor". Certainly this view is substantiated by some of the data accumulated during interviews with new teachers. Thus the interpersonal skills possessed by the responsible counsellor can mark or mar many attempts to help beginning teachers.

In one state at least staff responsible for professional development organise series of in-service seminars within their school. Generally attendance is mandatory for beginning teachers but other staff are invited to attend. Where these seminars occur the younger teachers of the school usually play a leading role, although more experienced teachers may contribute. The main objective seems to be to stimulate discussion rather than to deliver a series of lectures (which are not appreciated by the beginners).

Some of the usual topics which occur in the seminars are:

* Classroom control and discipline
* Management
* Keeping of records
* Legal responsibilities
* How to plan an excursion
* Brush up on your AV knowledge
* The art of questioning
* Use of the blackboard
* Responsibilities to parents
* Reasons why some children are problems

(d) Inter-class visits

Inter-class visits are very rare in schools, but where they occur they seem to be valued; especially when it is the beginning teacher who

has the opportunity to observe a more experienced colleague at work. The reverse, visits to a beginning teacher's class, are not generally appreciated by the new teachers since it is reminiscent of a supervised practice teaching period. Inter-class visits appear to be the natural, well accepted thing in many open-plan schools where there is no threat to the status of the beginning teacher. It seems that in these situations, beginning teachers can both observe and be observed naturally and unobtrusively, thus paving the way for the subsequent sharing of ideas and analysis of teaching procedures with more experienced colleagues.

IV. Contributions From Teachers' Centres and Other Institutions

From conversations with a variety of people including staff of tertiary institutions and teachers' centres, the impression gained is that there are no concerted efforts on the part of these organisations to arrange programmes especially for beginning teachers. Here and there, however, there are some significant activities, and the descriptions that follow give an account of a few. Teachers' centres of course do provide a range of resources on which beginning teachers may draw, but there appear to be few programmes designed specially for them. A number of the beginning teachers believe that the centres could do much more, and in particular they could arrange conducted tours of their facilities so that the new teachers would learn about what each has to offer.

A few teachers' or professional development centres are used a great deal by groups of new teachers. For example in one state region a group of humanities teachers organised a series of evening meetings with a consulting psychologist. The meetings dealt with problems of adjustment and personality development. In another centre in Victoria a committee of young primary teachers arranged late afternoon programmes for peers within their region. When additional funding is available some centres organise special, short duration activities such as -

* "a one day series of activities for first year music teachers",

or

* "a two day series of activities for first year teacher librarians".

Strictly speaking the last mentioned one provided for teachers other than the beginning ones. Nevertheless, the example does illustrate one type of induction activity which may be organised.

Colleges of Advanced Education and Universities do very little in a planned, concerted way for beginning teachers. Some of their efforts include:

(a) inviting their exit students to return for a few days or a weekend in their first teaching year to take part in discussions of their experiences. The problems identified form the basis for help offered by staff.

(b) issuing booklets of practical suggestions on preparing for the first days of teaching or issuing sets of planned lessons to help them survive during the first weeks until they "find their feet".

In one Western Australian College a comprehensive handout for future secondary teachers provides information on features such as appointment procedures, lesson preparation, school discipline, and tests and examinations. The handout is used during end-of-year activities when staff and students simulate and discuss the beginner's entry into an appointment. The handout contains many useful suggestions. Here, for example, are some for the early weeks of teaching.

"1. Be prepared for the students who come to class without the necessary text-books and/or apparatus (especially biros - have an emergency supply of these). Many teachers suggest that you don't waste time demanding explanations or threaten impositions as these could lead to control problems. Where there are students who do not own or have the necessary texts and/or materials, discuss the matter with the Housemaster/Yearmaster/Tutor (whichever system prevails in your school).

2. Train your students to work quietly - especially when there is a need for quietness such as individual study, visitors, etc. Be prepared with written work to set your classes if you have to break your teaching for a long period.

3. Start and end teaching periods punctually. Don't keep other staff members waiting outside the room. Be prepared to start, as well as stop, on time. Be prepared for the short periods when a nine period day is being worked. Always be at school early enough so as to be organised effectively for the day's work.

4. Become familiar with your school's procedure on the collection of money from students. Pay particular attention to the issuing of receipts. DON'T LEAVE MONEY OR VALUABLES LYING AROUND, yours - or the students. Most schools require that monies be paid to the Registrar.

7. Make as much use of duplicated material as possible (text book materials, questions, exercises, notes, maps, work assignments, etc.) Your head of department will advise you regarding the materials held in his department. Don't spend periods dictating notes; this is a negative teaching practice.

8. Do as much on-the-spot marking as possible; do not overload yourself with the burden of marking. Seek advice and help from the more experienced teachers in your department in this matter".

(c) visiting some of their own exit students at their first teaching appointment.

In one state one university lecturer who has a close relationship with the state education department is provided with travel funds to visit his exit students who are in remote centres. He spends approximately one to two days with each one as a consultant and "team-teacher". His employing authority releases him for a short period. Admittedly the arrangement is a unique one, but it is an intriguing example of an induction activity. From all reports the venture is very successful, no doubt due, in part, to the lecturer's concern for his students, for the fact that he is an experienced teacher, and that he is accepted by other teachers.

Concluding comments.

The preceding pages of this chapter give a general overview of some of the planned induction activities that occur in Australia. As was noted earlier the description indicates the variety, but not the prevalence of the activities throughout the nation. Nevertheless, they serve as examples of what concerned persons are doing to ease beginning teachers into the profession and to help them develop as competent teachers. Certainly, as was stated at the outset, this is what new teachers want to happen. They wish to improve their teaching skills so that they can be of greater help to their pupils.

This document provides the background canvas for the next report on the Teacher Induction Project which will contain details obtained from the two national surveys of beginning teachers and from interviews with a selected number of these.

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